

CHART OF BRIEF FORMS

.	9	e	6	o	d	4	7	1	n	n
c	o	e	6	1	r	M	2	2	1	n
f	.	-	6	n	r	e	2	.	.	n
o	e	o	6	n	7	1	e	1	i	n
o	e	n	6	n	o	6	6	o	7	n
o	e	c	6	n	1	6	1	i	n	.
o	e	l	n	o	2	6	o	o	1	n
o	e	6	n	n	r	2	6	1	o	o
6	-	6	7	7	1	n	d	o	n	n
9	-	6	-	7	-	2	d	-	7	n
9	1	6	o	7	1	7	1	-	-	o
9	r	1	o	7	o	-	n	-	1	n
o	o	6	o	7	2	7	1	7	7	-
o	o	6	7	-	r	o	1	-	1	n

The image shows a page from a handwritten manuscript. The paper is aged and yellowed, with a grid of approximately 10 rows and 10 columns. The text is written in a cursive script, likely from the 18th or 19th century. The handwriting is somewhat faded and the paper shows signs of wear and discoloration. The text is organized into a grid, with each row and column containing a series of characters or words. The overall appearance is that of a historical document or a page from a book.



GREGG SHORTHAND

A LIGHT-LINE
PHONOGRAPHY
for the MILLION

By
JOHN ROBERT GREGG, S.C.D.

Anniversary Edition

THE GREGG PUBLISHING COMPANY

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P R E F A C E

Anyone who examines the Shorthand textbooks of the last three centuries will be impressed with the fact that they have reflected the uses to which shorthand was put at the time the books were written.

The pedagogy of shorthand has changed as radically as the content of the textbooks. Up to the time Gregg Shorthand was introduced, the conventional pedagogy was to teach the theory of a system as a whole before attempting to apply the theory in the actual writing of connected matter. While the system would undoubtedly have made its way into public favor by its own inherent strength, we believe that its success and progress throughout the world have been hastened enormously by the teachability of its textbooks.

In keeping with the progress in business and in education, the Gregg Manual was revised in 1893, 1901, and 1916, this latter edition being the one used at present. Each revision marked a step forward in simplifying and popularizing the study of shorthand. Each revision has placed increasing emphasis upon the desirability of teaching shorthand as a *skill subject* from the beginning and throughout the entire course. This method enables the teacher to direct the maximum of effort toward the training of the student in actual facility in writing and the minimum of effort to expositions of rules and principles.

When it became known that a revision of the Manual was in preparation, hundreds of protests were received from teachers. Many of them declared emphatically that the 1916 edition was entirely adequate. A great many said that they "love it" (this expression occurs again and again in their letters) and that they "know it by heart." The sentiments expressed are

thoroughly appreciated, and all these good friends are assured that it will still be possible to obtain the 1916 edition as long as there is any demand for it.

In this new edition no changes have been made in the *basic principles of the system*. Long experience in the classroom, in the office, in general and court reporting, and the results of speed contests of the National Shorthand Reporters' Association have proved conclusively that changes in the basic principles of Gregg Shorthand are neither necessary nor desirable.

Much has been learned in the last few years concerning the basic content of the vocabulary in common use. The scientific data now available have made it possible to arrange the principles and practice content of the Manual so that the efforts of teacher and student may be more economically and profitably directed, and the development of a writing vocabulary rendered more rapid.

One of the first steps in planning the Anniversary Edition, therefore, was an exhaustive analysis of the words contained in the Horn* and the Harvard† studies of the comparative frequency of words. As one example of what this analysis showed, it was found that the learning of the twenty most common words in our language was spread through seven lessons in the 1916 Manual. In the Anniversary Edition these twenty words are presented in the first chapter. Moreover, the matter presented in this chapter gives the student a writing power that will enable him to write 42 per cent of the running words in non-technical English, as well as many hundreds of other words.

In this edition three devices have been used to hasten the building of a useful vocabulary and to assist the teacher in using the correct method of developing a skill subject:

*"Basic Writing Vocabulary," Ernest Horn, Ph.D., University of Iowa Monograph in Education.

†"Harvard Studies in Education," Volume IV.

1. The short words of high frequency are introduced in the first chapter in the order of their frequency, even though this means that in a few instances they are given in advance of the principles that govern their writing.

2. Some of the principles have been developed earlier than they were in the old text. Examples of this are: the letter *s* has been introduced in the second chapter and included with the other downward characters; some of the rules for expressing *r* have been introduced in the third chapter; the frequently recurring prefixes and suffixes have been introduced in the order of frequency.

3. Analogy, one of the most helpful of teaching devices, has been employed to a greater extent than it was in the 1916 Manual. Examples: the useful *ted-ded*, *men-mem* blends are presented in Chapter I, after the student has learned *t*, *d*, *n*, *m*, the letters of which the blends are composed; the *ses* blend is taught along with the *s* in Chapter II.

Other salient features of the Anniversary Edition may be described as follows:

1. In order that the student may be impressed at the outset with the importance of phrase writing and have a longer period in which to acquire the habit of joining words, many of the phrasing principles have been moved forward to Chapters I and II.

2. The rules have been simplified and stated more clearly, and minor changes have been made in a few outlines for the purpose of facilitating rapid and accurate transcription.

3. The principles are presented in twelve chapters, instead of the twenty lessons in the 1916 Manual. Each of these chapters has been subdivided into three short teaching units, with a page of graded dictation material written in shorthand at the end of each unit. This short-unit plan encourages immediate practical application of the theory and simplifies the assignment of work by the teacher.

4. The wordsigns (now known as Brief Forms) are distributed equally among the first six chapters, and are introduced in the order of their frequency.

5. The quantity of reading and dictation material has been more than doubled. The scientific distribution of the principles and the introduction of the common words early have so greatly increased writing power that business letters can be introduced as early as the second chapter.

6. The pedagogical value of the Manual is greatly enhanced by the use of larger type and a bolder style of shorthand than was employed in the 1916 edition.

It was the intention of the author to have the Anniversary Edition of the system published last year—the fortieth anniversary of the publication of the system—but, unfortunately, many things contributed to delay its appearance.

In sending forth this book he desires to express his warm appreciation of the many suggestions received from writers, from reporters, and from teachers who are using the system in all parts of the world. In particular, he wishes to record his deep sense of gratitude to Mr. Rupert P. SoRelle and to the executive, managerial, and editorial staffs of The Gregg Publishing Company for the many valuable services they have rendered in the preparation of this edition.

JOHN ROBERT GREGG.

ABOUT GREGG SHORTHAND

History. Gregg Shorthand was first published in 1888, in two little paper-covered pamphlets, under the title, "Light-Line Phonography." Five years later, a revised and greatly improved edition was published under the title, "Gregg Shorthand." It was not until 1897, however, that the author was able to publish the system in *book* form.

To the student or writer of shorthand, there are few more interesting or inspiring stories of success than the story of the career of Gregg Shorthand in the thirty-two years that have elapsed since its publication in book form; but a textbook is not a place for such a story. Today, Gregg Shorthand is the standard system of America. It has been adopted exclusively in the public schools of 6,519 cities and towns—more than ninety-seven per cent of the public schools that teach shorthand. It has superseded the older systems, in the large majority of these cases, by formal action of the Boards of Education after careful investigation of the merit of the system. Its leadership in all other kinds of educational institutions is equally pronounced. This constitutes the highest educational indorsement a shorthand system has ever received.

Wins World Championship Six Times. The history of Gregg Shorthand is a record of public triumphs. In the 1921 World's Championship Contest of the National Shorthand Reporters' Association, Mr. Albert Schneider* won first place, defeated three former champions, and established two world's records. He transcribed the 215-words-a-minute literary dictation with a net speed of 211.2 words a minute; accuracy, 98.32%. On the 200-words-a-minute dictation his accuracy percentage was 98.80; on the 240-words-a-minute dictation, 98.17; on the 280-words-a-minute dictation, 96.84.

In transcribing five five-minute highest speed dictations—175, 200, 215, 240, and 280 words a minute—in *the time allotted for the three championship*

*Mr. Schneider is now a member of the official shorthand reporting staff of the Congress of the United States, winning the position in an examination in which thirty-five well-known reporters competed.

dictations, Mr. Schneider gave one of the most remarkable demonstrations of transcribing ability in the history of the shorthand contests.

Writers of Gregg Shorthand won first, second, and third places in the World's Championship Contest of the National Shorthand Reporters' Association in 1923. Mr. Charles L. Swem,* winner, established a world's record on the 200-words-a-minute dictation, making but two errors; accuracy, 99.79%. On the 240-words-a-minute dictation, his accuracy was 98.49%; on the 280 dictation, 99.36%. Second place was won by Mr. Albert Schneider, a Gregg writer, the 1921 champion. His average accuracy was 98.80%. Third place was won by another Gregg writer, Mr. Martin J. Dupraw, with an accuracy of 98.76%. *First place in accuracy in every dictation was won by a writer of Gregg Shorthand.*

In the 1924 World's Championship, Mr. Swem was again the victor. Mr. Swem's accuracy on the three dictations was 99.23%.

In the three consecutive years, 1925, 1926, and 1927, the World's Shorthand Championship was won by Mr. Martin J. Dupraw, the greatest shorthand writer the world has yet produced. By winning the championship in 1927, Mr. Dupraw won permanent possession of the World's Shorthand Championship Trophy, first offered in 1909 by the National Shorthand Reporters' Association.

Highest Shorthand Speed Records. The following are the world's highest shorthand speed records—all held by writers of Gregg Shorthand and made in the Championship Contests of the National Shorthand Reporters' Association:

282 Words a minute (testimony)

Charles Lee Swem.....accuracy 99.29%

*Governor Woodrow Wilson selected Mr. Swem as his official reporter in his campaign for the Presidency. Mr. Swem was Personal Secretary and Official Reporter to President Wilson for eight years. Mr. Swem began the study of Gregg Shorthand in a night school in September, 1908, when working as an office boy. He was twenty years of age when he received the appointment at the White House. In the 1924 examination for the position of Supreme Court stenographer in the state of New York, Mr. Swem won first place in a field of 150 candidates. Mr. Swem did not accept an appointment at the time, and took the examination in 1928, again winning first place. He is at present an official shorthand reporter in the Supreme Court of New York.

260 Words a minute (jury charge)	
Martin J. Dupraw.....	accuracy 99.69%
220 Words a minute (literary matter)	
Martin J. Dupraw.....	accuracy 99.81%
(Held jointly with two others)	
215 Words a minute (literary matter)	
Albert Schneider.....	accuracy 98.32%
200 Words a minute (literary matter)	
Charles Lee Swem	accuracy 99.0%
(Tied with one other)	
Average accuracy	99.29%

Gregg Shorthand is the only system that has produced three different writers to win the World Championship in the contests of the National Shorthand Reporters' Association. The contests were discontinued in 1927, and Mr. Dupraw was given permanent possession of the World's Championship Trophy.

Wins New York State Shorthand Championship. In the contest of the New York State Shorthand Reporters' Association, 1924, Mr. Martin J. Dupraw won first place with an accuracy record of 99.5%; Mr. Nathan Behrin, Supreme Court reporter, New York City, second; and Mr. Harvey Forbes, Supreme Court reporter, Buffalo, New York, third. By winning the New York State Shorthand Championship again in 1925, and also in 1926, Mr. Dupraw gained permanent possession of the Bottome Cup, the State championship trophy.

Awarded Medal of Honor at Panama-Pacific Exposition. At the Panama-Pacific International Exposition, in 1915, Gregg Shorthand was awarded the Medal of Honor, the highest award ever granted a system of shorthand by any exposition, and the only award ever granted that was based on the results accomplished by students in a model school conducted under the observation of the International Jury of Awards. Gregg Shorthand also received the highest award, the Medal of Honor, at the Sesqui-Centennial Exposition at Philadelphia, in 1926. The thirteenth International Shorthand Congress, held in Bruxelles, Belgium, in 1927, awarded a *Grand Prix* to The Gregg Publishing Company, and elected the author of Gregg Shorthand as Vice President of the Congress representing the United States.

Principles of the System. Needless to say, Gregg Shorthand is a radical departure from the old lines of shorthand construction, for it is only by a radical departure that such marked superiority in results can be accomplished.

The following is a synopsis of the leading features of the system:

1. *No compulsory thickening*—may be written either light or heavy.
2. *Written on the slope of longhand*, thus securing a uniform manual movement.
3. *Position-writing abolished*—may be written on unruled paper, and in one straight line.
4. *Vowels and consonants are joined*, and follow each other in their natural order.
5. *Angles are rare*—curves predominate.

As in
ordinary
writing

This brief synopsis will suffice to show that the aim of the author has been to adhere to those natural principles that govern ordinary writing. By a practical combination of these elements as a foundation, the system secures to the writer, *with very little practice*, that perfect command of the characters that is productive of the best results, and is obtained only by years of persistent, painstaking practice with the older systems.

TO SUM UP

Easy to Learn. Gregg Shorthand may be learned in from one-third to one-half the time required by the old systems. The records made by its writers prove this beyond all question.

Easy to Read. Gregg Shorthand is the most legible shorthand in existence. In the public shorthand speed contests, writers of the system have established the *highest official world's records for accuracy* of transcripts on difficult matter. These records were made in competition with experienced reporters who used the older systems, and in contests conducted by reporters and teachers who wrote such systems. Manifestly, the insertion of the vowels, the absence of shading, the elimination of position-writing, and the elimination of the minute distinctions of form, all contribute to legibility.

Easy to Write. The easy, natural appearance of the writing in Gregg Shorthand appeals to every impartial investigator. The absence of distinctions between light and heavy characters, the continuous run of the writing along one line, as in longhand, instead of constant changes of posi-

tion—now *on* the line, then *above* the line, and then, perhaps, *through* or *below* the line—will be noticed at first glance. Next, the investigator will probably attribute much of the natural, pleasing appearance of the writing to that uniform slant of the writing with which both hand and eye are familiar. Only those who have had previous experience with shorthand, however, will be able to appreciate fully how much elimination of numerous dots and dashes—minute marks that have to be placed with great precision alongside the strokes—contributes to fluent writing.

Superior in Speed Possibilities. As has already been set forth in greater detail, writers of Gregg Shorthand have demonstrated in public speed contests, under the most trying conditions, that the system has greater speed possibilities than any other system.

Adapted to Other Languages. The simple and logical writing basis of Gregg Shorthand enables a writer of it to use it in any language with which he is familiar. Special adaptations of the system have been published for Spanish, French, German, Italian, Portuguese, Polish, Gaelic, and Esperanto. Adaptations to other languages are in preparation. The Spanish adaptation of the system is used in more than 300 schools in Spanish-speaking countries, and there is a quarterly magazine devoted to it.

A TALK WITH THE BEGINNER

Success in any study depends largely upon the *interest* taken in that particular subject by the student. This being the case, we earnestly hope that you will realize at the very outset that shorthand can be made an intensely fascinating study. Cultivate a love for it. Think of it as the highest form of writing, which is itself the greatest invention of man. Be proud that you can record the language in graceful lines and curves. Aim constantly to acquire artistic skill in executing those lines and curves. You *can*, if you *will*, make the study of shorthand a perfect joy instead of a task. Skill in the use of shorthand is a possession that has been coveted by the wisest of men and women, for it is not only a practical instrument in commercial work, but a much-prized and valuable accomplishment and a means of mental culture.

Be Thorough. Skill in anything is attained by repetition with interest; therefore do not shirk the careful, painstaking practice on the elementary forms given in the Manual. Write each outline many times, and aim always at the attainment of fluency and exactness in execution.

Your future success depends to a very large extent on the way you do your work now. In order that your progress may be sure and rapid, master each lesson before you proceed with the next.

In your practice, write as rapidly as you can while keeping the hand under complete control; aim at accuracy rather than speed, but do not *draw* the characters. You must understand at the outset that shorthand must be *written*; but you must also impress upon your mind that whatever you write you must read, hence the necessity for good penmanship. As skill in executing the movements is obtained, the speed may be increased until the forms can be written accurately at a high rate of speed. Some attention should be given to acquiring a capacity for writing *individual* outlines rapidly without hesitation, and with a free movement of the hand.

Aim to acquire a smooth style of writing; execute each character with an easy, *continuous* motion of the pen, and pass directly to the next without unnecessary movements. A halting, jerky movement is fatal to speed, and may be almost always traced to indecision, caused by unfamiliarity with the forms. At first carefully analyze the words. To do this it is, of course, necessary for you to think of them in detail; but after you have determined the correct outline, practice it and think of it as a *whole*.

Facility in the practical use of shorthand depends largely upon the stock of outlines you have at your ready command. Note the use of that word "ready." This means that you should master all the forms given in the Manual by writing them many times. This will not only impress the forms on your mind, so that you will not have any hesitation in recalling them, but will give you facility in writing them. In shorthand it is not sufficient to *know* how to write a word—you must not only know the form but be able to write it quickly. Hence the necessity for much *repetition practice* in writing the forms.

Most of this repetition practice should be on the forms as they occur naturally in connected matter. The repetition of isolated forms for more than five times consecutively is not in accord with modern pedagogy. Scientifically graded connected matter has supplanted the isolated form.

If, in addition to the words given in the Manual, you can add to your stock of outlines other words written under the same principles, you will have gained a great deal—will have laid a broader foundation for advanced work which will lessen the time required to attain efficiency.

Devote Much Time to Reading Well-Written Shorthand. By reading a great deal of well-written shorthand you will become not only a fluent reader, but you will enlarge your writing vocabulary. Unconsciously you will imitate in your own work the easy execution

of the forms shown in the printed plates. All expert writers have devoted much time to reading shorthand.

In addition to the work outlined in this Manual, we strongly recommend the use of the supplementary dictation material given in "Gregg Speed Studies," and the exercises presented each month in the Learner's Department of *The Gregg Writer*. These exercises may be used with great advantage from the very first lesson. Each number of *The Gregg Writer* contains many helpful suggestions and a number of shorthand pages that afford valuable exercises in reading and writing for students at all stages of advancement.



Gregg Shorthand received the highest award at the Panama-Pacific International Exposition, and at the Sesqui-Centennial International Exposition.



THE ALPHABET OF GREGG SHORTHAND

CONSONANTS

Written forward:

K G R L N M T D TH

Written downward:

P B F V CH J S SH

H NG NK

VOWELS

ä	○	ĩ	◦	õ	◡	ũ	◡
ä	○	ě	◦	aw	◡	oo	?
ä	○	ē	◦	ō	◡	oo	?

DIPHTHONGS

Composed of		Composed of	
ū	ē-oo as in <i>unit</i>	oi	aw-ē as in <i>oil</i>
ow	ä-oo as in <i>owl</i>	ī	ä-ē as in <i>isle</i>

BLENDED CONSONANTS

The consonants are so arranged that two strokes joining with an obtuse or blunt angle may assume the form of a large curve, thus:

ten, den	ent, end	def-v, tive
tem, dem	emt, emd	jent-d, pent-d


CHAPTER I













UNIT 1

1. Shorthand is written by *sound*; thus *aim* is written *am* (long sound of *a*), *cat* is written *kat*, *knee* is written *ne*.

CONSONANTS

2. The consonants are arranged in pairs, according to their affinity of sound, and are distinguished by a difference in length.

The characters for the consonants in this lesson are derived from an elliptical figure, thus: 





Letters	Signs	Words	Letters	Signs	Words
K		can	T		it, at
G		go, good	D		would
R		are, our, hour	H		a, an
L		will, well	Th		the there, their
N		in, not	A		I
M		am, more	E		he

3. All these consonants are written *forward* from left to right; *th* and *t* and *d* are struck *upwards* from the line of writing. The *g* given in this lesson is called *gay*, being the hard sound as in *game*, *get*, and not the soft sound heard in *gem*, *magic*. The aspirate *h* is indicated by a dot placed over the vowel. Many frequently recurring words are represented by simple alphabetic char-

acters. Some of these signs represent two and even three words; for example, the sign for *r* represents *are*, *our*, *hour*. A dot on the line of writing represents the articles *a*, *an*. A dot at the end of a word expresses *ing*. The pronoun *I* is expressed by a large circle; *he*, by a small circle.






The student should practice all these characters until he can write them without the slightest hesitation. The size of the characters given in this manual will be a safe standard to adopt.

4. **Phrasing.** The joining of simple words is a great help to accuracy and speed in writing shorthand, and its acquirement should not be deferred until the habit of writing common words separately has been formed.

I will  he can  it will  in the 


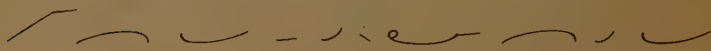


5. **Punctuation, etc.** In shorthand the following marks are used:

period paragraph interrogation dash hyphen parenthesis

Capitals and proper names are indicated by two short dashes beneath the word.

6. SENTENCE DRILL









VOWELS




7. In shorthand there are twelve distinct vowel sounds, which are arranged in four groups, and three closely related sounds are placed in each group. In this lesson we have the first two groups, which for convenience are named the A group and the E group.

Memory aid: $a = \bigcirc$ $e = \circ$

THE A GROUP

\check{a} \bigcirc <i>as in</i> mat  m \check{a} t	\ddot{a} \bigcirc <i>as in</i> calm  k \ddot{a} m	\bar{a} \bigcirc <i>as in</i> came  k \bar{a} m
--	---	---

THE E GROUP

\check{e} \circ <i>as in</i> kit  k \check{e} t	\check{e} \circ <i>as in</i> get  g \check{e} t	\bar{e} \circ <i>as in</i> need  n \bar{e} d
---	---	--

NOTE: The first sound in the E group of vowels is the short *i*, heard in *din*, and should not be confused with long *i*, heard in *dine*, which will be given later.

8. **Marking Vowels.** The vowels are grouped according to similarity in sound. The large circle expresses three sounds of *a*. The short sound is unmarked, the medium sound is marked with a dot, and the long sound with a short dash, as shown on page 3. This system of marking is used in all vowel groups uniformly.

The dot and dash are occasionally needed to indicate the exact sounds in unfamiliar or isolated words, but otherwise they are seldom used.

PICTURING WRITING MOTION

9. Frequently we shall have to refer to writing motion. The curved characters in this lesson are taken from horizontal ovals, one written with *right* motion, the other with *left*.

Right motion:



Left motion:



10. Characters taken from the left-motion oval are called *left-motion*, because the rotation is *from left to right*; characters taken from the right-motion oval are called *right-motion* for a like reason; thus:

K-G are
right-motion strokes



R-L are
left-motion strokes



The terms "left motion" and "right motion" refer to the *rotation* in movement, and not to the *direction*.

HOW CIRCLES ARE JOINED

The following movement drills are intended to develop skill in the joining of circles.

11. Circles Joined to Single Strokes. At the beginning or end of a single curve, the circle is placed *inside* the curve:

eke		ear		array	
egg		ill		airy	
ache		air		alley	
key		ail		hack	
gay		ray		hag	

12. At the beginning or end of a single straight stroke, the circle is written with *right* motion:

aim		tea		ham	
ate		day		heat	
add		may		head	
eat		me		heed	
hid		eddy		hate	

13. READING AND DICTATION PRACTICE

. P i r r e b i
 o i i u , n o i x
 i b e . . i o e
 u n i , o u ;
 o o n - . u o b
 i o n , o n - :
 P o b i r i
 o e ; o n -
 n r x o i b
 b - e - p - e
 u i r , o n -
 u o e . . n o
 u b i u - x -
 u e n e n -
 u r p n e r . u

UNIT 2

14. Circles Between Strokes. Where an angle, or a point, is formed at the junction of consonants, the circle goes outside the angle:

kick

make

rain

cake

met

rim

get

maid

tale

gate

team

rainy

calm

rear

dream

15. Where straight strokes and curves join without an angle, or where two similar-motion curves join without an angle, the circle is placed inside the curve:

writ

raid

dig

rid

ticket

tag

red

tack

taken

read

take

rattle

rate

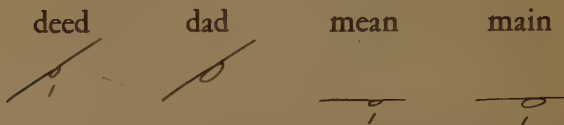
deck

riddle

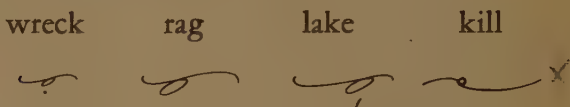
16. Some vowels are so obscure or neutral that they are omitted when they do not contribute to speed or legibility. For example, the *e* in the words

taken and *maker* is absolutely useless, and is omitted. Any vowel which does not contribute to the legibility of an outline may be omitted if its omission gives a more facile outline.

17. Between straight strokes in the same direction the circle is written with *right* motion:

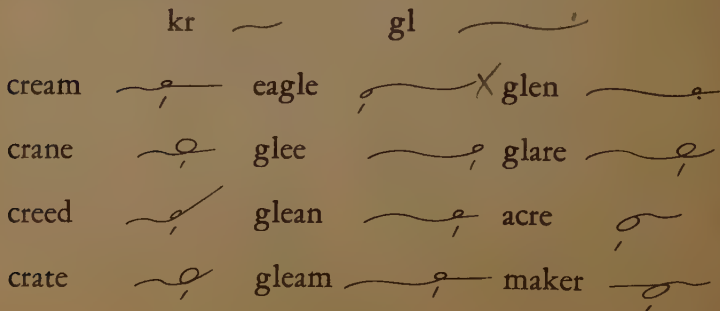


18. Between opposite curves the circle is turned back on the first curve:





CONSONANT COMBINATIONS










19. Kr and Gl Combinations. K and r, and g and l, are equal curves and are made a little flatter than usual when joined. thus:







20. Gr and Kl Combinations. Where curves of unequal length join without an angle, as in the following, note how a distinction in length is positively shown.



The movement in writing *gr* is similar to that in writing *y* in longhand; *kl* to that in writing *h*, thus:









 = gr  = kl

gray		green		eager	
grain		greet		clay	
greed		grim		clan	

21. Rk and Lk Combinations. Since *r* and *k* are of equal length, the curves are somewhat flatter, as with *kr* and *gl*. *Lk* is very infrequent.

ark	dark	mark	milk
			

22. The Signs for Th. The sign for *t* is curved to express *th*, thus:  or 

tick	thick	hat	hath
			
rat	wrath	met	myth
			

BRIEF FORMS FOR COMMON WORDS

23. A comparatively small number of frequently recurring words make up a large part of the English language. As an illustration, ten words—*the, of, and, to, a, in, that, it, is, I*—form one-fourth of the entire written and spoken language.

The forms for these frequent words are based on a very common method of abbreviation in longhand writing. For example, *amt.* is written for *amount*; *Rev.* for *Reverend*; *gym.* for *gymnasium*; *ans.* for *answer*; *math.* for *mathematics*, and so on. By taking advantage of this method of abbreviation, brief and easily remembered shorthand forms are obtained for the most common words in the language.

of (o)	✓	and, end (nd)	✓	them (thm)	✓
that (tha)	o	to, too, two (too)	✓	is, his (s)	,
was (os)	&	be, by, but (b)	(great (gr)	~
they* (the)	o	you, your (oo)	o	with (ith)	o
this (ths)	o	than, then (thn)	✓	without (isht)	o

*In some phrases *they* is written the same as *the*, as in *they will*.

NOTE: Refer to alphabet facing page 1 for explanation of characters.

24. BUSINESS ABBREVIATIONS

Mr., market

Yours truly,

Dear Sir:, desire

25. READING AND DICTATION PRACTICE

Handwritten musical notation on a single staff, consisting of a series of rhythmic notes and rests, likely a melody. The notation is written in a cursive, flowing style, characteristic of early 20th-century manuscript notation. The notes are connected by horizontal lines, and there are several rests indicated by horizontal dashes. The overall impression is that of a musical score for a single instrument, possibly a violin or flute, given the melodic nature of the notation.

UNIT 3

BLENDED CONSONANTS

26. By blending *d* and *t* into one long stroke the syllables *ted*, *ded*, *det* are expressed:



























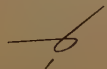



added		rated		today	
hated		needed		treated	















NOTE: The combination *det* usually occurs at the beginning of words, as in *detect*, *detach*, while *red* or *ded* usually occurs at the end of a word.

27. By blending *m* and *n* into one long stroke the syllables *men*, *mem* are expressed. In addition to *men*, *mem* this blend represents similar sounds, such as *min* in *minute*, *mun* in *money*:



















men		mimic	
many		memory	
month		remain	
money		emanate	
meant		mental	
mend		mineral	
minute		minimum	

28. FREQUENT-WORD DRILL

eight	ā t		man	m ā n	
had	h ā d		make	m ā k	
him	h ĩ m		tin	t ĩ n	
add	ā d		tan	t ā n	
aid	ā d		cat	k ā t	
tea	t ē		kid	k ĩ d	
day	d ā		get	g ě t	
me	m ē		take	t ā k	
may	m ā		came	k ā m	
net	n ě t		her	h ě r	
need	n ē d		here	h ē r	
met	m ě t		air	ā r	
meet	m ē t		head	h ě d	
made	m ā d		read	r ē d	
mean	m ē n		ready	r ě d ĩ	

led	l ē d		cream	k r ē m	
rate	r ā t		clean	k l ē n	
late	l ā t		milk	m ĩ l k	
laid	l ā d		lack	l ā k	
mill	m ĩ l		leg	l ě g	
tree	t r ē		attack	ă t ă k	
train	t r ā n		headache	h ě d ā k	

29. BRIEF FORMS FOR COMMON WORDS

did, date		when		into	
other		any		come	
all		could		like	
were		what		little	
where, aware		truth		those	
my		time		country	

NOTE: *W* is omitted in the word *were*, and *wh* in *where*, *when*, *what*; *other* is expressed by *ūth*—see alphabet; *all*, by *aw* placed on its side; *time*, by the *tem* blend; *into*, by blending *in* and *to*. For convenience, the long *i* in *my* is expressed by a large circle.

GENERAL PHRASING PRINCIPLES

30. The following suggestions will be helpful to an understanding of the general principles of phrasing:

1. Short and common words only should be joined, as *of the, in the*, etc.
2. The words should make good sense if standing alone, as *it will be*.
3. Pronouns generally are joined to the words they precede, as *I can, you are, you can, I would*.
4. A qualifying word is usually joined to the word it qualifies, as *good man*.
5. The words *to, of, in, with, and* generally are joined to the word following, as *to the, of which, in that, with that, and will*.
6. Words that do not make an easily written, distinctive joining should not be phrased.

31. **Phrase Drill.** The simple phrases given in the drill below are of very high frequency and will serve as models for other phrases:

of the		and the		will be	
to the		that the		of you	
it is		by the		it was	
I am		you can		he was	
to you		at the		is the	

32. READING AND DICTATION PRACTICE

*i r e e n g * r - o*
l - p . o . o - o l
l p . o - o o l
e i . - s / e - x ✓
l . p e i p . o - o x
u e e e e p
p . e l m r - o
s . e . o . i . o i o
g . r - o . e e e
l i o o o r - o x d
p e r - o . o
p . o - o . o - r e
l e s s r - o o
o . s - o e . l
l . m - o - o x d

*Before a downstroke, *to* is expressed by *t*.

33. WRITING PRACTICE

1. You will need a keen memory when you go to the market today.
2. When you take the grain to the mill you can get your money.
3. Many of our men will go to the train in the rain to greet the team.
4. I am not any more eager to be in debt to you than you are.
5. I am ready to go the limit in getting you the money you need.
6. He had a great desire to read, but he had little time and his reading was limited.
7. I am not willing to go by train, but you can make me a minimum rate by air and rail.
8. The data you need will be ready by the middle of the month.
9. The mill was then making a good metal tag at the rate of eighty a minute.
10. In his dream he was being attacked in the dark by an enemy.

Dear Sir: I am eager to eliminate without any more delay the error made in the minimum grain rate to Erie. I can meet you at Erie any day you desire. My time is limited and I cannot be there more than a day. It would be well to get all the data in hand by the time you are ready to go. I will meet you any day you can be there. Yours truly,

CHAPTER II

UNIT 4

THE DOWNWARD CHARACTERS

34. The characters for the consonants in this chapter are derived from another elliptical figure:



Letters	P	B	F	V	CH	J	SH	S
Signs	(())	/	/	,	or ,

Words	put	be by but	for	have	which change	shall ship	is his
-------	-----	-----------------	-----	------	-----------------	---------------	-----------

Left motion: P B S

Right motion: F V S

















35. All these characters are written downward. *Ch* is named *chay*, and *sh* is named *ish*. The signs for *sh* and *s* are very small. As *s* is one of the most frequent sounds in the language, two signs are provided for it to facilitate joining in various combinations. The following memory aids will be useful:















CONSONANT COMBINATIONS

36. Many of the consonants follow each other consecutively; for example, *r* and *l* frequently follow *p*, *b*, as in *play*, *brave*. As skill in writing such combinations is essential to speed and accuracy, the following movement drills should be practiced until fluency is secured.













37. Pr and Pl. In writing *pr* and *pl*, start to the left:

pr		pl			
					
pray		play		pledge	
prayer		plate		wrapper	
prim		plea		pepper	
preach		plead		apple	




























38. Br and Bl. In writing *br* and *bl*, start down, thus:













br		bl			
brain		breach		blame	
braid		bridge		bled	
braided		brief		blade	
brim		brave		blare	

39. Fr and Fl. In writing the combinations *fr* and *fl*, the angle is rounded to give fluency. The motion is just the same as in writing a part of the longhand *y*:
















		fr =		fl =	
fray		fresh		flame	
frail		flee		flap	
fret		fleet		flash	

40. FREQUENT-WORD DRILL

if		frame		page	
half		flat		able	
age		play		break	
each		plan		cash	
she		paper		range	
fear		reach		happy	
feel		back		black	
felt		check		trip	
free		live		happen	

fair		bear		help	
affair		bread		labor	
fail		shape		pretty	
chief		leave		even	

41. BRIEF FORMS FOR COMMON WORDS

one, won		from, form		never	
after		been, bound		should	
people		very		over*	
about		before		ever	
most		much		every	

*The sign for the prefix *over* written above a following character is used to express the word *over*.

42. As a prefix, *after* is expressed by *af*. In compounds, *every* is expressed by *ev*.

43. The word *been* following *have*, *has*, *had* is phrased and is expressed by *b*:

have been



has been



had been



44 BUSINESS ABBREVIATIONS

Dear Madam: Very truly yours, Yours very truly,






45. READING AND DICTATION PRACTICE


o - " z n o o - u d
 - . o d - 2 o , y
 n - b r 2 . o f o
 e - - . 9 d b r d f
 2 n b (2 y f , r
 f - g b f b e e
 f - . o r . e e o o
 - r b . 9 - n r 2 e d i
 o - - - . p q r d
 - - - o - - - p x r d
 n 2 y 7 b - b . - 2 i
 o 7 y f r 2 o r . e
 9 n . h - - - r d o
 - - p l l - - f r
 1 o y . - r . e y

UNIT 5

THE SIGNS FOR S

46. The signs for *s*, written downward, are taken from a small elliptical figure, thus: 

Memory aid:  

The right-motion *s* is called "right *s*" 

The left-motion *s* is called "left *s*" 










47. In practical writing the sound of *z* is expressed by the sign for *s*, since no confusion arises from using the same character for both sounds in connected writing. We already are accustomed to writing and reading *s* for *z* in English, as in *rays*, *praise*.

It is *seldom* necessary to make a distinction between *s* and *z*, but when it is, a short dash is struck at a right angle to the sign for *s* to show that it has the sound of *z*, thus:










race  raise  gas  gaze 

study 48. The base of the first consonant of a word rests on the line of writing, but when *s* precedes another consonant, the base of the consonant following the *s* is placed on the line.

memory 49. Initial and Final S. 1. Before and after *p*, *b*, *r*, and *l*, and after *t*, *d*, *n*, *m*, and *o*, the left *s* is used:




























sips  phrase  daze 
sables  slim  knees 
series  tease  mass 

2. In all other cases the right *s* is used:

saves		seeds		sashes	
seeks		snap		sketches	
staff		smash		sages	

A circle placed outside the angle in any of these joinings does not change the motion.

50. FREQUENT-WORD DRILL

sell		spell		salary	
sale		spread		self	
piece		spare		trace	
pass		space		dress	
base		less		class	
busy		slip		crazy	
press		sleep		see	
praise		asleep		say	
place		sales		as	

has	9	same	2	steel	2
these	9	sense	2	steam	2
easy	2	seems	2	stage	2
season	2	sit	2	stiff	2
affairs	2	seat	2	stay	2
safe	9	said	2	stick	2
save	9	sad	2	set	2
case	2	niece	2	sat	2
kiss	2	miss	2	settle	2
guess	2	days	2	silk	2
gas	2	dance	2	needs	2
sick	2	since	2	ladies	2
sake	2	hence	2	chance	2
scheme	2	minutes	2	ages	2
seen	2	step	2	sketch	2
seem	2	steps	2	study	2

51. **S Between Strokes.** When a circle vowel immediately precedes *s* between strokes, treat the *s* as belonging to the preceding consonant; if the circle follows the *s*, the *s* should be treated as if it belonged to the following consonant; when *s* occurs between strokes and is not joined to a circle, write the *s* with the syllable to which it belongs:

cast		mask		least	
guest		grasp		risk	
taste		accede		pressed	
task		chest		raised	
desk		vast		ransack	
mist		visit		mason	

52. **The Ses Sign.** The *ses* sound as heard in *faces* is expressed by joining the two *s* signs as a blend:

senses		ceases		basis	
cases		thesis		census	
masses		traces		analysis	

NOTE: In rapid writing, the first *s* in *ses* may become obscure, and yet the second *s*, being written contrary to the rule for writing a single *s*, clearly indicates the plural form. Compare the following:

face		faces		lease		leases	
------	--	-------	--	-------	--	--------	--

53. BRIEF FORMS FOR COMMON WORDS

under*	cause, because	~	work	~
must	—	thorough-ly, three	2	part	6
some	—	think, thing	7	matter	—
such	f	system, says	5	again	—
first	2	public, publish	{	against	—
business	{	far, favor	2	always	—

*The sign for the prefix *under* written above a following character is used for the word *under*.

54. The suffix *thing* is expressed by a dot in the following words:

anything something — everything .

55. Plurals of Brief Forms. The plurals of brief forms ending in *s* are formed by adding another *s* of the same motion, thus:

cause ~ causes ~ business { businesses {

In other brief forms the plurals are formed by adding *s* to the singular forms, thus:







parts 6 changes / ships / forms 2

56. READING AND DICTATION PRACTICE

[illegible]

UNIT 6













57. The Letter X. When *x* occurs at the end of or within words, it is expressed by *s* slightly modified in slant, thus:

mix		fix		tax	
mixes		fixes		taxes	

NOTE: The plural is formed by adding *s* as shown in *mixes*, *taxes*.


SIMPLE SUFFIXES

58. The suffix *shun* (*sion*, *tion*) is expressed by *sh*:
















mention		fashion		vision	
nation		action		session	
mission		faction		evasion	
diction		affection		section	

59. The Past Tense. The past tense is expressed by *t* or *d*:



















1. After most abbreviated words a disjoined *t* placed close to the preceding character is used to express the past tense, thus:


changed	timed	liked	willed
			

2. In all other cases join *t* or *d* if a distinctive and facile joining is possible; otherwise, disjoin *t* (as in *glared*, *tapered*) to express the past tense, thus:

passed		raced		shaped	
praised		mentioned		reached	
visited		risked		checked	
labored		glared		tapered	
traced		fixed		feared	
















60. BRIEF FORMS FOR COMMON WORDS

also		letter, let		until	
nothing		present, presence		got	
between		big, beg		gave	
another		give, given		next	
woman		tell,* till		soon	
morning		still		name	






















*The *s* is added to *tell* by changing the circle into a loop, thus: *tells* 

BRIEF FORMS AS PREFIXES

61. A brief form is frequently used as a prefix or as part of another word, as illustrated in the following:

almost		inform		formal	
income		begin		anyone	
increase		began		overwork	
instead		forgive		undergo	
ago		forgot		handle	

62. FREQUENT PHRASES

for the		you have		would be	
to be*		there is		can be	
with the		of his		may be	
I have		for you		and that	
from the		if you		as the	
of this		of your		in our	
there are		in this		of all	

*Before a downstroke, *to* is expressed by *t*.

63. READING AND DICTATION PRACTICE

[illegible]

64. WRITING PRACTICE

1. I shall not leave here today for my trip to France, as I am too busy, but I shall finish everything soon.

2. It may be that such a change in the history classes will help to settle the matter for you.

3. He will cash the pay check if you will present it at his desk.

4. Since she is changing her plans to stay here some time before going to the city, I think it will be well to leave the matter as it is for the present.

5. Because the business in that part of the country is not good, he will remain there another month to go thoroughly into the planning of a sales campaign.

6. It is plain that if any action is to be taken it must take place before the session ends today.

7. He fixed the time at six and said that the men were asleep.


8. I shall not fail to mention that the basis of his claim is very flimsy and that I feel that his figures should be thoroughly studied and checked before any decision is reached.










Dear Sir: The sale of the goods you shipped me in January is not going at all well. For one thing, the season has been very late, causing business to be slack. Can you think of anything that will help our sales? It may be that business in other parts of the country is much the same as it is here and you have made some sales plans that will be of help to me. I should like to go over this matter with one of your men the first time one of them is in the city. Yours truly,

CHAPTER III

UNIT 7

THE Ō-HOOK

65. The lower half of the elliptical figure  is called the *o-hook*. It is used to express the following sounds:

  <i>as in</i>	  <i>as in</i>	  <i>as in</i>
rot  r ō t	raw  r a w	wrote  r ō t

Key to Vowel Sounds: John

Paul









Jones.





































NOTE: The sound *aw* is spelled in various ways, as in *fall*, *bought*, *taught*, *raw*. The same method of marking vowels is employed in this chapter as in the first.

66. FREQUENT-WORD DRILL

know	n ō		lot	l ō t	
law	l a w		road	r ō d	
low	l ō		load	l ō d	
wrote	r ō t		ought	a w t	

auto	aw t ō		hope	h ō p	
note	n ō t		show	sh ō	
bought	b aw t		shop	sh ǒ p	
brought	b r aw t		folks	f ō k s	
blow	b l ō		taught	t aw t	
ball	b aw l		caught	k aw t	
box	b ǒ x		coffee	k ǒ f ē	
job	j ǒ b		hog	h ǒ g	
talk	t aw k		occur	ǒ k 'r	
dog	d ǒ g		hotel	h ō t ě l	
noted	n ō ted		slow	s l ō	
notes	n ō t s		abroad	a b r aw d	
notice	n ō t ĩ s		broken	b r ō k 'n	
raw	r aw		open	ō p 'n	
loss	l ō s		off	ō f	
fellow	f ě l ō		often	ō f 'n	

so	s ō	⌚	phone	f ō n	⌚
saw	s aw	⌚	notion	n ō shun	⌚
sought	s aw t	⌚	motion	m ō shun	⌚
sorry	s ō r ĩ	⌚	sober	s ō b 'r	⌚
sorrow	s ō r ō	⌚	close	k l ō z	⌚
soul	s ō l	⌚	model	m ō d'l	⌚
soft	s ō f t	⌚	solemn	s ō l ě m	⌚
snow	s n ō	⌚	solid	s ō l ĩ d	⌚

67. **O-Hook Modified.** To avoid an unnecessary angle, the slant of the *o*-hook is modified slightly before *n*, *m*, *r*, and *l*, thus:



When a downstroke comes before the *o*-hook, this rule does not apply, since the *o*-hook joins to downstrokes without an angle, as in:

pour ⌚ shown ⌚ bone ⌚ pole ⌚

68. FREQUENT-WORD DRILL

on	ō n	⌚	home	h ō m	⌚
own	ō n	⌚	known	n ō n	⌚

or	aw r		nor	n aw r	
roar	r ō r		omitted	ō m ĩ ted	
roll	r ō l		drawn	d r aw n	
lower	l ō 'r		horse	h aw r s	
whole	h ō l		alone	a l ō n	
loan	l ō n		store	s t ō r	
coal	k ō l		story	s t ō r ĩ	
tone	t ō n		college	k ō l ě j	
door	d ō r		grown	g r ō n	

69. BRIEF FORMS FOR COMMON WORDS

want*		glad, girl		call	
went*		during, Dr.		situation	
told		believe, belief		course	
order		possible		general	
small		purpose		several	
upon		receive		state	

*The *w* is omitted in *want* and *went*.

70. READING AND DICTATION PRACTICE

1. e ~ n ~ e ~ f 15
 2. o ~ s ~ t ~ w ~ t ~ 4
 3. u ~ b ~ i ~ n ~ e ~ w ~
 4. u ~ n ~ e ~ n ~ e ~ f ~
 5. o ~ x ~ u ~ n ~ f ~ n ~ e ~
 6. s ~ o ~ b ~ o ~ r ~ e ~ n ~ e ~
 7. u ~ n ~ e ~ l ~ o ~ b ~ n ~ e ~
 8. u ~ n ~ e ~ l ~ o ~ b ~ n ~ e ~
 9. h ~ o ~ n ~ o ~ r ~ i ~ e ~
 10. u ~ n ~ e ~ l ~ o ~ b ~ n ~ e ~
 11. h ~ o ~ n ~ o ~ r ~ i ~ e ~
 12. u ~ n ~ e ~ l ~ o ~ b ~ n ~ e ~
 13. h ~ o ~ n ~ o ~ r ~ i ~ e ~
 14. u ~ n ~ e ~ l ~ o ~ b ~ n ~ e ~
 15. h ~ o ~ n ~ o ~ r ~ i ~ e ~

UNIT 8





METHOD OF EXPRESSING R

71. The circle is written with left motion to express *r* following the vowel:

1. Before and after straight strokes:

























art  mar  arch  share 

2. Between straight strokes in the same direction:

tart  dared  church  murmur 

72. It is generally more facile to use the circle for the obscure vowel sound heard in *ur* as in *church*, *murmur*, *urge*, *hurt*.

73. FREQUENT-WORD DRILL

heart		urge		better	
hard		tear		later	
hurt		dare		sister	
heard		near		chapter	
earn		mere		motor	
arm		manner		cashier	
army		chair		minister	
harm		jar		teacher	

S FOLLOWING A LEFT-MOTION CIRCLE

74. The letter *s* is added to a final left-motion circle on straight strokes by changing the circle to a loop:

tears



shares



stairs



dares



nears



manners



75. BRIEF FORMS FOR COMMON WORDS

either

deal,
dear

yesterday



above

real,
regard

together



rather

company,
keep

children



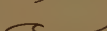
love

become,
book

prepare



collect

importance,
important

subject



capital



necessary



opinion



76. After abbreviated words and words ending in a left-motion circle on straight strokes, a disjoined *r* expresses *er*, *or*, thus:

keeper



dearer



worker



When the forms are distinctive, the *r* is joined, thus:

greater



bigger



smaller



When a brief form ends with the last *consonant* of a word, the left motion circle is used to express *or*, *er* after straight strokes:

sooner



former



77. READING AND DICTATION PRACTICE



















1. 1. 6. 5. — 2. 1. 0. 4.
2. 1. 2. 3. — 3. 1. 6.
4. 1. 2. 3. 4. — 5. 1. 2. 3. 4. 5.
6. 1. — 7. 1. 2. 3. 4. 5. 6. —
8. 1. 2. 3. 4. 5. 6. 7. 8. 9. —
10. 1. 2. 3. 4. 5. 6. 7. 8. 9. 10. —
11. 1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. —
12. 1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. —
13. 1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. —
14. 1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. —
15. 1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. —
16. 1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. —
17. 1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. —
18. 1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. —
19. 1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. —
20. 1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20. —

(study)

UNIT 9

THE TH JOININGS

78. The left-motion *th* is used before and after *o*, *r*, *l*. In other cases the right-motion *th* is used:







| | | | | | |
|-----------|---|--------|---|---------|---|
| though |  | author |  | bath |  |
| although* |  | earth |  | teeth |  |
| thought |  | health |  | thief |  |
| throw |  | both |  | theater |  |
| throat |  | birth |  | thin |  |
| thrown |  | path |  | cloth |  |






















*The word *although* is a combination of *all* and *though*.

79. When *th* is the only consonant stroke, as in the brief forms for *that* or *they*, or is in combination with *s*, the right-motion *th* is used, as in *these* and *see the*.

FREQUENT PREFIXES AND SUFFIXES

80. The prefixes *con*, *com*, *coun*, *cog*, followed by a consonant, are expressed by *k*. The suffix *ly* is expressed by a small circle; *ily* and *ally*, by a loop:

| | | | | | |
|---------|---|---------|---|---------|---|
| confess |  | council |  | conform |  |
| confer |  | compel |  | county |  |

| | | | | | |
|------------|---|----------|---|----------|---|
| convention |  | lonely |  | formally |  |
| convey |  | lately |  | easily |  |
| convince |  | early |  | hastily |  |
| concrete |  | fairly |  | readily |  |
| safely |  | wholly |  | family |  |
| solely |  | hardly |  | totally |  |
| only |  | heartily |  | socially |  |

81. In words beginning with *comm* or *conn*, the second *m* or *n* is written, thus:

common  connote  commence 

When *con* or *com* is followed by a vowel or by *r* or *l*, write *kn* for *con* and *km* for *com*, thus:

comedy  comrade  comic 

82. After a circle vowel, *ly* is written on the opposite side from the vowel, thus:

dearly  daily  nearly 

83. To express the plural of some brief forms ending in a circle and of some words ending in a loop, a slight change is made in the manner of joining *s*, thus:

names  letters  families 

PHRASING PRINCIPLES

84. Before words beginning with a downward character or *o*, *r*, *l*, the word *to* is expressed by *t*:

| | | | | | |
|----------|----------|----------|----------|----------|----------|
| to see | <i>t</i> | to say | <i>t</i> | to pay | <i>t</i> |
| to which | <i>t</i> | to honor | <i>t</i> | to work | <i>t</i> |
| to ship | <i>t</i> | to our | <i>t</i> | to place | <i>t</i> |

85. When repeated in a phrase, *as* is expressed by *s*:

| | | | |
|------------|----------|-------------|----------|
| as well as | <i>s</i> | as much as | <i>s</i> |
| as good as | <i>s</i> | as great as | <i>s</i> |
| as low as | <i>s</i> | as many as | <i>s</i> |

86. After *be* or *been*, the word *able* is expressed by *a*:

| | | | |
|----------------|----------|----------------|----------|
| have been able | <i>a</i> | should be able | <i>a</i> |
| would be able | <i>a</i> | will be able | <i>a</i> |

87. FREQUENT PHRASES

| | | | | | |
|-----------|----------|----------|----------|-----------|----------|
| on the | <i>s</i> | with you | <i>s</i> | about the | <i>s</i> |
| you are | <i>s</i> | if the | <i>s</i> | to give | <i>s</i> |
| must be | <i>s</i> | as to | <i>s</i> | you know | <i>s</i> |
| should be | <i>s</i> | at that | <i>s</i> | of it | <i>s</i> |

| | | | | | |
|----------------|----|----------------|----|-----------|---|
| that is | 9 | of their | 2 | which is | 1 |
| in which | 7 | is not | 2 | on you-r | 2 |
| of these | 9 | of which | 1 | with that | 8 |
| more
than | — | to get | 2 | from you | 2 |
| your
letter | 2 | to take | 10 | of its | 1 |
| this is | 3 | in his | 2 | he will | 2 |
| you may | 20 | if you
will | 2 | you would | 1 |
| he is | 9 | that this | 8 | to this | 8 |

88. BRIEF FORMS FOR COMMON WORDS

| | | | | | |
|----------|------|---------------------------|---|-----------|---|
| send | 2 | special, speak,
speech | 1 | represent | 1 |
| agree* | | week,
weak | 2 | already | 2 |
| ask | 2 | floor,
flour | 2 | value | 2 |
| office | 9x | complete,†
complain-t | 2 | employ | 2 |
| official | 2 | immediate,
immediately | 2 | express | 2 |
| future | 1 | committee | 8 | knowledge | 2 |

*The prefix form for *agr-e-i*, a loop written above the following character, is used to express the word *agree*.

†The angle between *k* and *p* is maintained in the word *complete* to make a distinction between *complete* and *keep*.

90. WRITING PRACTICE

1. It is hard to say what is known about the model of the motor on which Horace Holliday is working. Several people have seen it and praise it.

2. After Bob bought the boat he noticed that the motor would stall often. After much analysis and pottering over it, he spotted the cause of grief. It was a little thing, and easy to fix.

3. The history of this country shows that a hardy, hard-working people, gifted with vision, can achieve what they fix as a goal if the goal has a meaning to the people in general.

4. It was a shock to her to hear that John Jones, after joking about it, really had started alone on an airplane trip to Havana and was nearing his goal.


5. The "Lone Eagle" did not cross the ocean merely by dreaming of it. He made ready for a great trip by planning every detail. Study, hard work, and the bravery to face peril without flinching helped him to achieve his aim and to place his name on the scroll of the great men of history.







Dear Sir: It will be necessary for me to stay here till about the end of January, as there are many matters of importance still to be finished. I am really glad that you were able to see Mr. Hartman and close that business with him. Such matters may easily cause hard feeling. There is nothing at present that needs your presence here. The general situation seems to be as good as it is in the East. I have my heart set on making big gains for the company here this month. I am working hard to achieve all possible. Yours truly,

CHAPTER IV

UNIT 10

THE \overline{oo} -HOOK

91. The upper part of the small elliptical figure , which is called the \overline{oo} -hook, is used to express the following sounds:











| | | |
|--|--|--|
| \ddot{u}

<i>as in</i>
tuck

t \ddot{u} k | \ddot{oo}

<i>as in</i>
took

t \ddot{oo} k | \overline{oo}

<i>as in</i>
tomb

t \overline{oo} m |
|--|--|--|































Key to Vowel Sounds:

The duck took to the pool.

















92. FREQUENT-WORD DRILL

| | | | | | |
|------|---------------------|---|-------|---------------------|---|
| who | h \overline{oo} |  | hug | h \ddot{u} g |  |
| do | d \overline{oo} |  | does | d \ddot{u} z |  |
| took | t \ddot{oo} k |  | up | \ddot{u} p |  |
| true | t r \overline{oo} |  | upper | \ddot{u} p 'r |  |
| whom | h \overline{oo} m |  | blue | b l \overline{oo} |  |



















| | | | | | |
|--------|----------|---|---------|------------|---|
| plus | p l ũ s |  | fruit | f r oō t |  |
| pull | p oō l |  | roof | r oō f |  |
| lose | l oō z |  | luck | l ũ k |  |
| rug | r ũ g |  | rub | r ũ b |  |
| rough | r ũ f |  | foot | f oō t |  |
| food | f oō d |  | shut | sh ũ t |  |
| fur | f ũ r |  | sugar | sh oō g 'r |  |
| supper | s ũ p 'r |  | fool | f oō l |  |
| dozen | d ũ z 'n |  | tough | t ũ f |  |
| group | g r oō p |  | stuff | s t ũ f |  |
| cut | k ũ t |  | truck | t r ũ k |  |
| cook | k oō k |  | us | ũ s |  |
| cup | k ũ p |  | thus | th ũ s |  |
| oven | ũ v 'n |  | sullen | s ũ l ě n |  |
| cousin | k ũ z 'n |  | through | thr oō |  |

93. The combination *us* is written without an angle at the beginning of words, or when it follows a downstroke or *k*, *g*, as in *us*, *shoes*, *campus*, *cousin*, etc.

94. The \overline{o} -hook Modified. To avoid an unnecessary angle, the \overline{o} -hook is turned under after *n*, *m*. It is also turned under after *k* or *g* if followed by *r* or *l*:

| | | | | | |
|-------|--------------------|---|-------|----------------------|---|
| mood | m \overline{o} d |  | canoe | k ă n \overline{o} |  |
| none | n ũ n |  | muff | m ũ f |  |
| noon | n \overline{o} n |  | nook | n \overline{o} k |  |
| moon | m \overline{o} n |  | null | n ũ l |  |
| nut | n ũ t |  | cool | k \overline{o} l |  |
| numb | n ũ m |  | cur | k ũ r |  |
| annul | ă n ũ l |  | curse | k ũ r s |  |

95. BRIEF FORMS FOR COMMON WORDS

| | | | | | |
|--------|---|---------------------|---|----------|---|
| care |  | skill,
school |  | number |  |
| carry |  | usual,
wish |  | enough |  |
| force |  | govern,
-ment |  | position |  |
| charge |  | expect,
especial |  | question |  |
| look |  | full |  | purchase |  |
| clear |  | sure |  | remember |  |

96. READING AND DICTATION PRACTICE

1 2 3 4 5 6 7 8 9 10
 11 12 13 14 15 16 17 18 19 20
 21 22 23 24 25 26 27 28 29 30
 31 32 33 34 35 36 37 38 39 40
 41 42 43 44 45 46 47 48 49 50
 51 52 53 54 55 56 57 58 59 60
 61 62 63 64 65 66 67 68 69 70
 71 72 73 74 75 76 77 78 79 80
 81 82 83 84 85 86 87 88 89 90
 91 92 93 94 95 96 97 98 99 100

UNIT 11

METHOD OF EXPRESSING W

















97. By pronouncing the following words slowly it will be found that *w* has the sound of \overline{oo} ; therefore *w* is expressed by the \overline{oo} -hook:

we = \overline{oo} -ē

wave = \overline{oo} -ā-v

wall = \overline{oo} -aw-l

98. WORD DRILL

| | | | | | |
|---------|----------|---|--------|-----------|---|
| way | w ā |  | win | w ĩ n |  |
| wet | w ě t |  | wane | w ā n |  |
| wait | w ā t |  | women | w ĩ men |  |
| weighed | w ā d |  | wake | w ā k |  |
| wed | w ě d |  | wicked | w ĩ k ě d |  |
| wedded | w ě ded |  | walk | w aw k |  |
| width | w ĩ d th |  | weave | w ē v |  |
| widow | w ĩ d ō |  | waste | w ā s t |  |







| | | | | | |
|-------|----------|---|--------|----------|---|
| wash | w ǒ sh | ʒ | weep | w ē p | ʒ |
| watch | w ǒ ch | ʒ | web | w ě b | ʒ |
| wages | w ā j 's | ʒ | wheat* | hw ē t | ʒ |
| wedge | w ě j | ʒ | wheel | hw ē l | ʒ |
| wear | w ā r | ʒ | whim | hw ĭ m | ʒ |
| weary | w ē r ĭ | ʒ | whip | hw ĭ p | ʒ |
| wool | w ǒ ō l | ʒ | whale | hw ā l | ʒ |
| water | w aw ter | ʒ | whirl | hw ě r l | ʒ |

*In the combination *wh*, as in *wheel*, the *h* is sounded first.













99. **W Within Words.** In the body of a word it is more convenient to express *w* by a dash placed beneath the vowel following. In writing *sw* and a circle vowel, as in *sweet*, *swim*, *swell*, the hook for *w* is preferable to the dash:

| | | | | | |
|--------|---|--------|---|---------|---|
| quick | ʒ | equity | ʒ | squall | ʒ |
| queen | ʒ | queer | ʒ | swim | ʒ |
| quit | ʒ | twin | ʒ | swell | ʒ |
| quote | ʒ | dwell | ʒ | swift | ʒ |
| acquit | ʒ | sweet | ʒ | doorway | ʒ |



















100. A Before W or H. In words beginning with *a-b* or *a-w* the dot, placed on the line close to the next character, is used to express *a*:

| | | | | | |
|-------|---|-------|---|--------|---|
| ahead | .  | awake | .  | await | .  |
| away |  | awoke | .  | awaken |  |

101. FREQUENT PHRASES

| | | | | | |
|----------|---|--------------|---|-----------------|---|
| we are |  | we are not |  | we shall
be |  |
| we will |  | we will not |  | we have |  |
| we shall |  | we shall not |  | we have
been |  |
| we can |  | we cannot |  | we have
not |  |

102. BRIEF FORMS FOR COMMON WORDS

| | | | | | |
|-------|---|------------------|---|------------|---|
| world |  | house,
whose |  | suppose |  |
| reply |  | remark,
room |  | whether |  |
| word |  | follow,
fall |  | further |  |
| body |  | accept,
-ance |  | explain |  |
| duty |  | gone |  | particular |  |
| bring |  | nature |  | report |  |










103. READING AND DICTATION PRACTICE

1 - 0 4 6 7 8 9
 2 3 4 5 6 7 8 9
 10 11 12 13 14 15 16 17
 18 19 20 21 22 23 24 25
 26 27 28 29 30 31 32 33
 34 35 36 37 38 39 40 41
 42 43 44 45 46 47 48 49
 50 51 52 53 54 55 56 57
 58 59 60 61 62 63 64 65
 66 67 68 69 70 71 72 73
 74 75 76 77 78 79 80 81
 82 83 84 85 86 87 88 89
 90 91 92 93 94 95 96 97
 98 99 100 101 102 103 104
 105 106 107 108 109 110 111
 112 113 114 115 116 117 118
 119 120 121 122 123 124 125
 126 127 128 129 130 131 132
 133 134 135 136 137 138 139
 140 141 142 143 144 145 146
 147 148 149 150 151 152 153
 154 155 156 157 158 159 160
 161 162 163 164 165 166 167
 168 169 170 171 172 173 174
 175 176 177 178 179 180 181
 182 183 184 185 186 187 188
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 203 204 205 206 207 208 209
 210 211 212 213 214 215 216
 217 218 219 220 221 222 223
 224 225 226 227 228 229 230
 231 232 233 234 235 236 237
 238 239 240 241 242 243 244
 245 246 247 248 249 250 251
 252 253 254 255 256 257 258
 259 260 261 262 263 264 265
 266 267 268 269 270 271 272
 273 274 275 276 277 278 279
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 287 288 289 290 291 292 293
 294 295 296 297 298 299 300
 301 302 303 304 305 306 307
 308 309 310 311 312 313 314
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 420 421 422 423 424 425 426
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 434 435 436 437 438 439 440
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 469 470 471 472 473 474 475
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 483 484 485 486 487 488 489
 490 491 492 493 494 495 496
 497 498 499 500 501 502 503
 504 505 506 507 508 509 510
 511 512 513 514 515 516 517
 518 519 520 521 522 523 524
 525 526 527 528 529 530 531
 532 533 534 535 536 537 538
 539 540 541 542 543 544 545
 546 547 548 549 550 551 552
 553 554 555 556 557 558 559
 560 561 562 563 564 565 566
 567 568 569 570 571 572 573
 574 575 576 577 578 579 580
 581 582 583 584 585 586 587
 588 589 590 591 592 593 594
 595 596 597 598 599 600 601
 602 603 604 605 606 607 608
 609 610 611 612 613 614 615
 616 617 618 619 620 621 622
 623 624 625 626 627 628 629
 630 631 632 633 634 635 636
 637 638 639 640 641 642 643
 644 645 646 647 648 649 650
 651 652 653 654 655 656 657
 658 659 660 661 662 663 664
 665 666 667 668 669 670 671
 672 673 674 675 676 677 678
 679 680 681 682 683 684 685
 686 687 688 689 690 691 692
 693 694 695 696 697 698 699
 700 701 702 703 704 705 706
 707 708 709 710 711 712 713
 714 715 716 717 718 719 720
 721 722 723 724 725 726 727
 728 729 730 731 732 733 734
 735 736 737 738 739 740 741
 742 743 744 745 746 747 748
 749 750 751 752 753 754 755
 756 757 758 759 760 761 762
 763 764 765 766 767 768 769
 770 771 772 773 774 775 776
 777 778 779 780 781 782 783
 784 785 786 787 788 789 790
 791 792 793 794 795 796 797
 798 799 800 801 802 803 804
 805 806 807 808 809 810 811
 812 813 814 815 816 817 818
 819 820 821 822 823 824 825
 826 827 828 829 830 831 832
 833 834 835 836 837 838 839
 840 841 842 843 844 845 846
 847 848 849 850 851 852 853
 854 855 856 857 858 859 860
 861 862 863 864 865 866 867
 868 869 870 871 872 873 874
 875 876 877 878 879 880 881
 882 883 884 885 886 887 888
 889 890 891 892 893 894 895
 896 897 898 899 900 901 902
 903 904 905 906 907 908 909
 910 911 912 913 914 915 916
 91

UNIT 12
















METHOD OF EXPRESSING Y

104. Y has the sound of long *e*, as in *yacht*, *yoke*, and when followed by a hook vowel is expressed by the small circle. *Ye*, as in *year*, *yet*, is expressed by a small loop; *ya*, by a large loop.

| | | | | | |
|-------|---|--------|---|-------|---|
| yacht |  | yellow |  | youth |  |
| yawn |  | yoke |  | yarn |  |
| year |  | yet |  | yard |  |

THE SIGNS FOR NG AND NK

















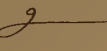




105. The sound *ng*, as in *ring*, *rang*, is expressed by *n* written at a slightly downward slant; *nk* (sounded *ngk*), as in *bank*, *rank*, is expressed by a longer stroke on the same slant:

| | | | | | |
|-------|---|---------|---|--------|---|
| ring |  | drink |  | bank |  |
| rang |  | sank |  | blank |  |
| rank |  | wing |  | king |  |
| sing |  | frank |  | wrong |  |
| songs |  | banquet |  | spring |  |







PREFIXES AND SUFFIXES

106. The vowel is omitted in the prefixes *en*, *in*, *un*, *em*, *im* when the prefix is followed by a consonant; when a written vowel follows the prefix, the initial vowel is retained. *Ex* is expressed by *es*.




























The suffix *ings* is expressed by a left *s* and *ingly* by a small circle substituted for the *ing*-dot:

| | | | | | |
|-----------------|---|---------|---|------------------|---|
| infer |  | unseen |  | expense |  |
| envy |  | engine |  | lovingly |  |
| impel |  | innate |  | seem-
ingly |  |
| impres-
sion |  | emotion |  | exceed-
ingly |  |
| embrace |  | emit |  | meetings |  |
| emphasis |  | examine |  | savings |  |
| indeed |  | excess |  | evenings |  |



















107. Negative words beginning with *in*, *un*, *im* in which the *n* or *m* is doubled are distinguished from the positive forms by omitting one of the doubled consonants and inserting the initial vowel:

| | | | |
|-----------|---|-------------|---|
| known |  | unknown |  |
| noticed |  | unnoticed |  |
| necessary |  | unnecessary |  |

108. FREQUENT PHRASES

| | | | | | |
|--------------|---|---------------|---|----------------|---|
| of them |  | to ask |  | if you
are |  |
| very
much |  | we would |  | are not |  |
| when the |  | we should |  | we may |  |
| at all |  | does not |  | with us |  |
| into the |  | we must |  | will you |  |
| in reply |  | that they |  | through
the |  |
| on our |  | to keep |  | for us |  |
| to go |  | which
have |  | over the |  |
| did not |  | who have |  | as you |  |

109. BRIEF FORMS FOR COMMON WORDS

| | | | | | |
|--------|---|------------------------|---|------------|---|
| long |  | strength,
strong |  | character |  |
| among |  | communi-
cate,-tion |  | effect |  |
| young |  | bill,
built |  | return |  |
| yes |  | friend,
friendly |  | answer |  |
| thank |  | else,
list |  | experience |  |
| effort |  | car,
correct |  | recent |  |

110. READING AND DICTATION PRACTICE

/ Re - a m y n
 e. o u / () y
 q n , t l o n u
 o. l , ~ - 2 f 1 x
 d 2 o r l e o p e -
 b. 1 - 2 , 3 p o o e
 o r y o / x - o -
 e. r i r o b , o y e
 j o b o i , 2 . t -
 h o n o l / 1 o f
 e n n 2) f o n
 e o e e - h p e - o
 - 2 h R y o b 1 o
 e o e e (2) y
 2 o r o p e . d

111. WRITING PRACTICE

1. The couple were waiting at the club to meet the other members of the party.

2. For years we have been following this particular method of making reports at our bank.

3. His answer to the unusual communication was, in effect, that his income was too small for him to think of such a purchase.

4. The girl was wearing a new pale yellow sweater of soft angora wool and a dashing green scarf at the skating rink.

5. The men were weary from the long swim in the rough water of the bay.

6. After the wedding reception her uncle gave the couple and their friends a banquet at the Hotel Tours.

My dear Sir: The orders that we gave you in our letter of May 1 about all purchases were clearly stated and very important, and we are glad that you have so regarded them. In the future we hope that we shall not have to question any of the purchases that you may make for our company.

You must remember that your position with us is based mainly on your skill in choosing clothing that is up to the minute in fashion and still cheap. We feel that we should caution you to study every day the changing fashions and at the same time keep your eye on the economic situation in the textile world.

We hope you can reach here soon enough Saturday, so that we may have a long chat. We want you to tell us all about your recent trip and to help you plan your next trip to Paris. Yours truly,

CHAPTER V

UNIT 13

THE DIPHTHONGS

112. A pure diphthong is the union in one syllable of two simple vowel sounds uttered in rapid succession. The diphthongs are therefore expressed by joining the circles and hooks representing the vowel sounds of which the diphthongs are composed:

ū  as in fume f ū m 

ow  as in now n ow 














































oi  as in oil oi l 
















i  as in die d ī 

NOTE: The diphthong *u* is a combination of *ē* and *ōō*; *ow*, of *ä* and *ōō*; *oi*, of *aw* and *ē*. The sign for the diphthong *i* is a large circle with an indentation—resembling a combination of *ä* and *ē*, which, if uttered in rapid succession, yield a sound almost equivalent to *ī*. This sign is generally called "the broken circle."

The signs are written in their *sounded* order. The sign for the diphthong *i* is treated as a circle, and conforms to the rules for joining circles. Note how the diphthong *i* is written in the words *size*, *nice*, *price*, *mine*, which appear in the following word drill.

113. WORD DRILL

| | | | | | |
|--------|---|-------|---|---------|---|
| human |  | enjoy |  | white |  |
| cute |  | join |  | wise |  |
| few |  | boy |  | wide |  |
| view |  | toy |  | ride |  |
| now |  | voice |  | lie |  |
| cow |  | high |  | price |  |
| mouth |  | size |  | prices |  |
| ounce |  | rise |  | prize |  |
| vow |  | fight |  | apply |  |
| bough |  | fine |  | supply |  |
| annoy |  | file |  | comply |  |
| noise |  | sign |  | cry |  |
| oil |  | fire |  | nice |  |
| soil |  | fly |  | mine |  |
| choice |  | sight |  | realize |  |



















| | | | | | |
|--------|---|--------|---|---------|---|
| type |  | try |  | dining |  |
| pipe |  | tried |  | twice |  |
| final |  | dry |  | excited |  |
| smile* |  | drive |  | tie |  |
| died |  | design |  | tire |  |

*See *mile* in the brief forms below.

114. For convenience, long *i* is expressed by the large circle in the following words:

life  line  quite  might 

115. BRIEF FORMS FOR COMMON WORDS

| | | | | | |
|-------|---|-------------------|---|---------|---|
| use |  | how,
out |  | side |  |
| power |  | right,
write |  | wire |  |
| why |  | while |  | kind |  |
| night |  | behind |  | inquire |  |
| find |  | point,
appoint |  | mile |  |
| light |  | thousand |  | require |  |

116. When word forms end with the diphthong *i*, the double circle is used to express the diphthong and the termination *ly*:

lightly  kindly  rightly  nightly 

117. READING AND DICTATION PRACTICE




1. a a a a a a a a
 d d d d d d d d
 - a a a a a a a a
 e e e e e e e e
 f f f f f f f f
 g g g g g g g g
 h h h h h h h h
 i i i i i i i i
 j j j j j j j j
 k k k k k k k k
 l l l l l l l l
 m m m m m m m m
 n n n n n n n n
 o o o o o o o o
 p p p p p p p p
 q q q q q q q q
 r r r r r r r r
 s s s s s s s s
 t t t t t t t t
 u u u u u u u u
 v v v v v v v v
 w w w w w w w w
 x x x x x x x x
 y y y y y y y y
 z z z z z z z z

UNIT 14

OTHER VOWEL COMBINATIONS




118. In a few words, vowels follow one another consecutively without forming diphthongs, as in *poem*, *radio*, *showy*. In such words the signs for the sounds are written in the order in which the sounds occur:

poet  snowy*  radio 

poem  showy  folio 

*When necessary, the long sound of *o* in *oe* is marked to distinguish it from the diphthong *oi*.

119. Any vowel following the diphthong *i* is expressed by a small circle within the large circle:

via  science  riot 

fiat  diet  prior 

120. Short *i* followed by *a*, as in *mania*, is expressed by a large circle with a dot placed within it; *e* followed by the large circle vowel, as in *create*, is expressed by a large circle with a dash within it. These distinctions are seldom necessary, however:
















aria  cereal  piano 

area  serial  create 

alias  mania  creation 



















OMISSION OF MINOR VOWELS

121. When two vowels not forming a pure diphthong come together, the minor vowel may be omitted. For convenience in writing many common words, the circle may be omitted in the diphthong *u*, as in *new*, *due*, *music*:

| | | | | | |
|---------|---|--------|---|---------|---|
| theory |  | due |  | idea* |  |
| genius |  | music |  | ideal* |  |
| arduous |  | amuse |  | genuine |  |
| tedious |  | reduce |  | renew |  |
| new |  | avenue |  | renewal |  |

*The long *i* in *idea* and *ideal* is expressed by the large circle.

122. BRIEF FORMS FOR COMMON WORDS































| | | | | | |
|---------|---|----------------------------|---|----------|---|
| dollar* |  | respect,
respectful-ly |  | please |  |
| object |  | arrange,
arrangement |  | progress |  |
| strange |  | consider,
consideration |  | across |  |
| trust |  | opportunity |  | various |  |
| mail |  | throughout |  | enclose |  |
| address |  | advantage |  | wonder |  |

*After numerals, *dollars* is expressed by *d*.

UNIT 15




OMISSION OF SHORT U AND OW

124. In the body of a word short *u* and *ow* are omitted before *n* and *m*, and short *u* before straight downstrokes:

| | | | | | |
|-------|---|----------|---|----------|---|
| sun |  | column |  | announce |  |
| sunk |  | lumber |  | million |  |
| fun |  | pump |  | crush |  |
| funny |  | bunch |  | clutch |  |
| town |  | jump |  | touch |  |
| down |  | brown |  | trunk |  |
| ton |  | begun |  | rush |  |
| done |  | summer |  | judge |  |
| run |  | sunshine |  | brush |  |
| rung |  | luncheon |  | drown |  |


































125. Between *n-n*, *ow* is indicated by a jog, as in *announce*; short *u* is inserted between *n-n*, *n-m*, as in *nun* and *numb*; *moun* is expressed by the *men* blend, as in *mountain*.

126. The *u* is omitted in the termination *sume*:

| | | | |
|---|---|---|---|
| assume | resume | consume | presume |
|  |  |  |  |

JOINED PREFIXES AND SUFFIXES

127. The syllables *per*, *pro*, *pur* are expressed by *pr*; the syllable *ble*, by *b*; *ple*, by *p* (in the words given below only); *ment*, by *m*:

| | | | | | |
|----------------|---|----------------|---|-----------------|---|
| proper |  | trouble |  | sample |  |
| process |  | sensible |  | example |  |
| perhaps |  | miser-
able |  | apart-
ment |  |
| permit |  | suitable |  | compli-
ment |  |
| promo-
tion |  | avail-
able |  | moment |  |
| pursue |  | terrible |  | equip-
ment |  |
| promise |  | reliable |  | treat-
ment |  |
| prove |  | noble |  | element |  |
| perform |  | payable |  | excite-
ment |  |
| profit |  | simple |  | payment |  |
| valuable |  | ample |  | settle-
ment |  |

128. When *pro* occurs before an upward character or *k*, it is more convenient to insert the vowel, as in:

protection  produce  produced 

COMPOUND JOINED PREFIXES

129. Two or more simple prefixes may be joined:

| | | | |
|-------------|--|----------------|--|
| inform | | unexpected* | |
| conform | | uncomfortable | |
| reconcile | | unaccountable* | |
| recognize | | uninformed | |
| unforeseen | | unemployed | |
| unexplored* | | incomplete | |
| unimportant | | unconscious | |

*The initial vowel is not required in compound prefixes.

130. BRIEF FORMS FOR COMMON WORDS

| | | | | | |
|----------|--|---------------------------|--|----------------------|--|
| problem | | person,
personal | | perfect,
proof | |
| success | | regret,
regular | | satisfy,
-factory | |
| probable | | confident,
confidence | | bed,
bad | |
| except | | correspond,
-ence | | cover | |
| stop | | excel-lent,
excellence | | serious | |
| accord | | organize,
organization | | direct | |

131. READING AND DICTATION PRACTICE

/ i n 9 . 2 - o - /
 a b e e - n e e e
 o - o o / 9 o 4 9 - 9)
 / o o 7 o 7 o n n
 e t r i e e e (o ,
 r o r e e e (2 d .
 e e - n o b o 7 e n
 - o . 2 e b o - o o
 - 3 2 o - o e e o
 e e o o o b 9 e
 y i 7 i - 9 . 2 e e
 - b 4 a 7 - o o -
 / o o - i n e e
 , e e / o o , e o o o
 n o - - 7 9 . 1

132. WRITING PRACTICE

1. You are quite right in saying that the price was too high and that the whole order of cereals should be returned. I should think that they could quote lower prices, owing to their greater purchasing power.

2. An ounce or so of light motor oil spread on the leaves of the springs of your car will banish all squeaks.

3. The boy's singing was enjoyed by his many friends who came to hear him in the huge hall of the Armory.

4. His office was equipped with several filing cases and a new type of filing desk.

5. The news of his appointment was announced over the radio at a special coast-to-coast hook-up.

6. He reduced the output of his mill to a million feet of lumber per day during the dull season.

7. His profits in oil were higher this month than they were in the month before.

Dear Sir: I should like to enlist your aid in preparing an evening of music to be given early in January on behalf of our Home Welfare Organization.

I think we should have a generous number of arias from the leading operas and a few piano and violin solos. Perhaps we could also get Mr. Hoyle to give his talk on the poetry of music. We must not forget also to present some numbers for the enjoyment of the children who will be present.

Will you not join with us in helping to arrange something of an unusually high character this year?
Yours truly,


CHAPTER VI

UNIT 16

BLENDED CONSONANTS













133. When two straight lines form an obtuse or blunt angle, the natural tendency of the hand is to "slur" the angle and allow the lines to form a curve, thus:































 blended becomes  and expresses *-nt*, *-nd*

 blended becomes  and expresses *-mt*, *-md*













134. The *-nt*, *-nd* blend is an *upward* curve, corresponding in length to the sign for *f*; the *-mt*, *-md* blend is an *upward* curve, corresponding in length to *v*. The *n* or *m* governs the length of the curve; the curve containing *m* naturally is longer. At the beginning of words, short *e* and short *i* are omitted before these blends, as in *entry*, *empty*, *induce*, etc.







135. WORD DRILL

| | | | | | |
|---------|---|----------|---|---------|---|
| bond |  | band |  | prevent |  |
| print |  | prompt |  | owned |  |
| planned |  | blind |  | rent |  |
| plenty |  | apparent |  | land |  |




















| | | | | | |
|---------|---|----------|---|-----------|--|
| around |  | seemed |  | grant |  |
| entry |  | second |  | convent |  |
| Indian |  | fastened |  | ground |  |
| empty |  | signed |  | trimmed |  |
| refund |  | event |  | strained |  |
| laundry |  | front |  | winter |  |
| joint |  | framed |  | inventory |  |
| sound |  | exempt |  | moaned |  |
| found |  | count |  | doomed |  |
| sent |  | gained |  | ashamed |  |

136. The Ld Combination. The combination *ld* is expressed by giving *l* a swinging upward turn at the finish:



















| | | | | | |
|-------|---|--------|---|--------|---|
| old |  | fold |  | gold |  |
| older |  | field |  | killed |  |
| yield |  | failed |  | filed |  |
| held |  | wild |  | child |  |

| | | | | | |
|------|---|--------|---|----------|---|
| hold |  | cold |  | sealed |  |
| sold |  | colder |  | appealed |  |

137. DAYS AND MONTHS

| | | | | | |
|-----------|---|----------|---|-----------|---|
| Sunday |  | January |  | August |  |
| Monday |  | February |  | September |  |
| Tuesday |  | March |  | October |  |
| Wednesday |  | April |  | November |  |
| Thursday |  | May |  | December |  |
| Friday |  | June |  | | |
| Saturday |  | July |  | | |

138. BRIEF FORMS FOR COMMON WORDS

| | | | | | |
|--------|---|------------------------|---|----------|---|
| entire |  | refer,
reference |  | receipt |  |
| copy |  | remit,
remittance |  | unable |  |
| stock |  | suggest,
suggestion |  | enable |  |
| stand |  | individual |  | invoice |  |
| allow |  | attention |  | industry |  |
| draft |  | acknowledge |  | oblige |  |

139. READING AND DICTATION PRACTICE

1 o e p o z z o o
 v . e z - o u y
 e o p x . e - o z
 e o b e u d b . l . o o o
 i e n (t e o . o z
 o z z x , z o . e t z
 z (p o . z h .
 t e o o z o r t
 o b . e o o y r z
 z 18 e u t z , z , i
 r o o o b o d t
 e o e l o h o . o
 o . o y e z z o o
 i - z z . z e z
 o b o e z e o .

UNIT 17































JENT-PENT, DEF-TIVE BLENDS







140. By rounding off the angle, as shown in the previous blends, the following useful signs for syllables are obtained:

 blended becomes  and expresses *jent-d, pent-d*













 blended becomes  and expresses *def-v, -tive*

141. WORD DRILL



















| | | | | | |
|----------|---|-----------|---|----------|---|
| spend |  | cheapened |  | defeat |  |
| expend |  | carpenter |  | defer |  |
| happened |  | pageant |  | defy |  |
| opened |  | impending |  | divine |  |
| cogent |  | native |  | deficit |  |
| legend |  | devout |  | division |  |
| ripened |  | divided |  | device |  |
| gentle |  | defraud |  | defend |  |
| genteel |  | defray |  | defense |  |
| Gentile |  | endeavor |  | define |  |

| | | | | | |
|-----------|---|----------|---|---------|---|
| sensitive |  | positive |  | motive |  |
| restive |  | creative |  | captive |  |

142. SPECIAL BUSINESS FORMS

| | | | |
|-----------------|---|----------------------|---|
| Gentlemen |  | Yours very sincerely |  |
| Dear Mr. |  | Yours respectfully |  |
| Messrs. |  | Respectfully yours |  |
| Yours sincerely |  | Very respectfully |  |
| Sincerely yours |  | Cordially yours |  |
| Very sincerely |  | Yours cordially |  |

143. BRIEF FORMS FOR COMMON WORDS

| | | | | | |
|--------|---|---------------------------|---|------------|---|
| move |  | differ-ent,
difference |  | quality |  |
| agent |  | approximate |  | definite |  |
| spirit |  | deliver,
delivery |  | tomorrow |  |
| credit |  | instant,
instance |  | influence |  |
| appear |  | response,
responsible |  | mistake-n |  |
| beauty |  | railway, rule |  | altogether |  |




















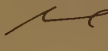










144. READING AND DICTATION PRACTICE

/ o r n i - v o d s
 ~ ~ ~ ~ ~
 6 44¹⁶ ✓ u 84¹⁶ / e
 o u } n / u 40 / t 1
 n ~ e e - 1 / t e
 y t n b ~ ~ ~ ~
 p n e, u r s d s ~
 ~ e e n n / / r i
 - b l o o b i n d y 1
 y ~ 2 9 6 2 / ~ ~
 ~ t 40 / n i n n
 7 ~ ~ ~ ~ l ~ 9
 t e n, r, s h
 o n e n l b n o e
 e s e 7 r n d

UNIT 18

FREQUENT WORD-BEGINNINGS

145. The vowel is omitted in the syllables *be*, *de*, *re*, *dis*, and *mis*:

| | | | | | |
|----------|---|----------|---|------------|--|
| below |  | discover |  | reason |  |
| beneath |  | dispel |  | reasonable |  |
| besides |  | dispatch |  | reception |  |
| delay |  | display |  | review |  |
| debate |  | dislike |  | revise |  |
| deceit |  | disgrace |  | replace |  |
| decision |  | dismiss |  | repent |  |
| depress |  | repair |  | mis-laid |  |
| depart |  | resign |  | mishap |  |
| depend |  | reform |  | misery |  |

146. The vowel is retained when *de* precedes *k*, *g*, as in *decay*, *degrade*.

147. The vowel in *re* is omitted only before a downward character, as in *replace*, *repent*, *review*, *repair*, *resign*, *reception*.




PHRASING PRINCIPLES




148. The word *had* when following a pronoun is expressed as shown in the following illustrations:

I had he had they had we had you had



















149. The phrases *was-not* and *is-not* are expressed easily and legibly by using the blending principle:

was not  he was not  it is not 

it was not  there was not  there is not 

NOTE: If the contractions *wasn't*, *isn't*, etc. need to be positively indicated, the apostrophe is placed above the forms.

150. BRIEF FORMS FOR COMMON WORDS

| | | |
|--|---|---|
| record  | improve,
-ment  | newspaper,
inspect  |
| advertise  | acquaint,
-ance  | sufficient  |
| previous  | nevertheless,
envelope  | merchan-
dise  |
| occasion  | insure,
insurance  | determine  |
| quantity  | educate,
education  | pleasure  |
| hundred  | difficult,
difficulty  | catalogue  |

152. WRITING PRACTICE

1. Apparently, this new house is endeavoring to underwrite the entire issue of the ship-canal bonds without calling upon any of the stronger and better-known houses.

2. Were you present yesterday evening at the reception to the new minister from France?

3. We have failed to find in the inventory any record of the number of batteries on hand December 31.

4. They discovered that the dispatch had not been delivered until after the stock market had opened.

5. The factory promptly made the consignee a satisfactory refund on the carload of goods.

6. It would be easier to replace those old buildings than to repair them.

7. I want you to change your window display every other day after closing hours.

8. The collection agency moved cautiously in the matter of collecting the old accounts that had been referred to it by the Retail Dealers' organization.

9. The Committee will hold its second session at the White House tomorrow morning.

Dear Madam: In the hope that we may be of some help to you in completing your shopping list for the summer season, we wish to call your attention to our mesh bags. Our complete line gives you a wealth of unusually pretty styles at very reasonable prices.





A visit to our Jewelry Department to look at these bags will prove profitable to you. Very truly yours,

CHAPTER VII

























UNIT 19




















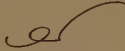
















TEN-DEN, TEM-DEM BLENDS

153. By blending *t* or *d* with *n* or *m* facile blends result, which make possible the writing of many syllables with but one movement of the pen:

 blended becomes  and expresses *ten, den*
 blended becomes  and expresses *tem, dem*

154. WORD DRILL

| | | |
|---|---|--|
| sudden  | continue  | broaden  |
| written  | continued  | danger  |
| threaten  | continues  | tender  |
| hidden  | continuous  | denote  |
| extension  | intention  | dinner  |
| evidence  | deny  | tonight  |
| sentence  | distance  | tennis  |
| condense  | residence  | contain  |
















| | | | | | |
|----------|--|---------|--|------------|--|
| cotton |  | retain |  | timber |  |
| tenant |  | item |  | victim |  |
| sustain |  | items |  | attendance |  |
| captain |  | itemize |  | continent |  |
| obtain |  | academy |  | bulletin |  |
| attain |  | autumn |  | tendency |  |
| dense |  | random |  | attainable |  |
| button |  | attempt |  | maintain |  |
| sweeten |  | freedom |  | estimate |  |
| audience |  | bottom |  | medium |  |
| detain |  | wisdom |  | temple |  |
| timid |  | temper |  | seldom |  |

155. The blend is not employed when a strongly accented vowel or diphthong occurs in the syllable. Such words as *dean*, *dine*, *team*, *tame*, *dome*, *dime*, and other words of one syllable are written in full. The syllable *tain*, as in *maintain*, *attain*, however, is expressed by *ten*.











156. Where it is possible to use either *ten-den* or *ent-end*, as in *intention*, the right-motion blend is given preference.

PHRASING PRINCIPLES

157. The blending principle makes possible some interesting and valuable phrases:

| | | | | | |
|---------|---|------------|---|---------------|---|
| to me |  | to make |  | at any time |  |
| to my |  | at once |  | in due course |  |
| to meet |  | it must be |  | in due time |  |
| to mean |  | it may be |  | what to do |  |
| to know |  | at any |  | to draw |  |

158. When *do-not* is preceded by a pronoun, it is expressed by the sign *den*:

| | | | |
|------------------|---|-------------------|---|
| I do not |  | we do not believe |  |
| I do not see |  | they do not |  |
| I do not know |  | they do not know |  |
| I do not believe |  | you do not |  |
| we do not |  | you do not know |  |

159. When necessary, *don't* may be distinguished from *do not* by writing *don* for *don't*, thus:

| | | | | | |
|---------|---|----------|---|------------|---|
| I don't |  | we don't |  | they don't |  |
|---------|---|----------|---|------------|---|

160. READING AND DICTATION PRACTICE

1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20. 21. 22. 23. 24. 25. 26. 27. 28. 29. 30. 31. 32. 33. 34. 35. 36. 37. 38. 39. 40. 41. 42. 43. 44. 45. 46. 47. 48. 49. 50. 51. 52. 53. 54. 55. 56. 57. 58. 59. 60. 61. 62. 63. 64. 65. 66. 67. 68. 69. 70. 71. 72. 73. 74. 75. 76. 77. 78. 79. 80. 81. 82. 83. 84. 85. 86. 87. 88. 89. 90. 91. 92. 93. 94. 95. 96. 97. 98. 99. 100. 101. 102. 103. 104. 105. 106. 107. 108. 109. 110. 111. 112. 113. 114. 115. 116. 117. 118. 119. 120. 121. 122. 123. 124. 125. 126. 127. 128. 129. 130. 131. 132. 133. 134. 135. 136. 137. 138. 139. 140. 141. 142. 143. 144. 145. 146. 147. 148. 149. 150. 151. 152. 153. 154. 155. 156. 157. 158. 159. 160. 161. 162. 163. 164. 165. 166. 167. 168. 169. 170. 171. 172. 173. 174. 175. 176. 177. 178. 179. 180. 181. 182. 183. 184. 185. 186. 187. 188. 189. 190. 191. 192. 193. 194. 195. 196. 197. 198. 199. 200. 201. 202. 203. 204. 205. 206. 207. 208. 209. 210. 211. 212. 213. 214. 215. 216. 217. 218. 219. 220. 221. 222. 223. 224. 225. 226. 227. 228. 229. 230. 231. 232. 233. 234. 235. 236. 237. 238. 239. 240. 241. 242. 243. 244. 245. 246. 247. 248. 249. 250. 251. 252. 253. 254. 255. 256. 257. 258. 259. 260. 261. 262. 263. 264. 265. 266. 267. 268. 269. 270. 271. 272. 273. 274. 275. 276. 277. 278. 279. 280. 281. 282. 283. 284. 285. 286. 287. 288. 289. 290. 291. 292. 293. 294. 295. 296. 297. 298. 299. 300. 301. 302. 303. 304. 305. 306. 307. 308. 309. 310. 311. 312. 313. 314. 315. 316. 317. 318. 319. 320. 321. 322. 323. 324. 325. 326. 327. 328. 329. 330. 331. 332. 333. 334. 335. 336. 337. 338. 339. 340. 341. 342. 343. 344. 345. 346. 347. 348. 349. 350. 351. 352. 353. 354. 355. 356. 357. 358. 359. 360. 361. 362. 363. 364. 365. 366. 367. 368. 369. 370. 371. 372. 373. 374. 375. 376. 377. 378. 379. 380. 381. 382. 383. 384. 385. 386. 387. 388. 389. 390. 391. 392. 393. 394. 395. 396. 397. 398. 399. 400. 401. 402. 403. 404. 405. 406. 407. 408. 409. 410. 411. 412. 413. 414. 415. 416. 417. 418. 419. 420. 421. 422. 423. 424. 425. 426. 427. 428. 429. 430. 431. 432. 433. 434. 435. 436. 437. 438. 439. 440. 441. 442. 443. 444. 445. 446. 447. 448. 449. 450. 451. 452. 453. 454. 455. 456. 457. 458. 459. 460. 461. 462. 463. 464. 465. 466. 467. 468. 469. 470. 471. 472. 473. 474. 475. 476. 477. 478. 479. 480. 481. 482. 483. 484. 485. 486. 487. 488. 489. 490. 491. 492. 493. 494. 495. 496. 497. 498. 499. 500. 501. 502. 503. 504. 505. 506. 507. 508. 509. 510. 511. 512. 513. 514. 515. 516. 517. 518. 519. 520. 521. 522. 523. 524. 525. 526. 527. 528. 529. 530. 531. 532. 533. 534. 535. 536. 537. 538. 539. 540. 541. 542. 543. 544. 545. 546. 547. 548. 549. 550. 551. 552. 553. 554. 555. 556. 557. 558. 559. 560. 561. 562. 563. 564. 565. 566. 567. 568. 569. 570. 571. 572. 573. 574. 575. 576. 577. 578. 579. 580. 581. 582. 583. 584. 585. 586. 587. 588. 589. 590. 591. 592. 593. 594. 595. 596. 597. 598. 599. 600. 601. 602. 603. 604. 605. 606. 607. 608. 609. 610. 611. 612. 613. 614. 615. 616. 617. 618. 619. 620. 621. 622. 623. 624. 625. 626. 627. 628. 629. 630. 631. 632. 633. 634. 635. 636. 637. 638. 639. 640. 641. 642. 643. 644. 645. 646. 647. 648. 649. 650. 651. 652. 653. 654. 655. 656. 657. 658. 659. 660. 661. 662. 663. 664. 665. 666. 667. 668. 669. 670. 671. 672. 673. 674. 675. 676. 677. 678. 679. 680. 681. 682. 683. 684. 685. 686. 687. 688. 689. 690. 691. 692. 693. 694. 695. 696. 697. 698. 699. 700. 701. 702. 703. 704. 705. 706. 707. 708. 709. 710. 711. 712. 713. 714. 715. 716. 717. 718. 719. 720. 721. 722. 723. 724. 725. 726. 727. 728. 729. 730. 731. 732. 733. 734. 735. 736. 737. 738. 739. 740. 741. 742. 743. 744. 745. 746. 747. 748. 749. 750. 751. 752. 753. 754. 755. 756. 757. 758. 759. 760. 761. 762. 763. 764. 765. 766. 767. 768. 769. 770. 771. 772. 773. 774. 775. 776. 777. 778. 779. 780. 781. 782. 783. 784. 785. 786. 787. 788. 789. 790. 791. 792. 793. 794. 795. 796. 797. 798. 799. 800. 801. 802. 803. 804. 805. 806. 807. 808. 809. 810. 811. 812. 813. 814. 815. 816. 817. 818. 819. 820. 821. 822. 823. 824. 825. 826. 827. 828. 829. 830. 831. 832. 833. 834. 835. 836. 837. 838. 839. 840.

UNIT 20

METHOD OF EXPRESSING R

161. A circle or loop is written with the left motion to express *r* following the vowel:

Between a downward character, (()) / / ,

and a forward straight stroke, / / / / ; compare the following forms:

Right-motion: chat / sham / bin / fame /
Left-motion: chart / charm / burn / farm /

NOTE: The circle is placed *above* the next stroke after *p*, *b*, as in *burn*, *bird*, and *below* the next stroke in all others, as in *charm*, *farm*.

There is a tendency in rapid writing to curve a straight line when it is followed by a circle. Therefore the distinctive method of joining the circle when it is written with left motion after straight strokes is adopted to prevent any possibility of misreading. Compare *germ* and *bird* in the following drill:

162. WORD DRILL

| | | | | | |
|--------|--|---------|--|----------|--|
| barn | | spurt | | cheered | |
| bird | | spared | | shared | |
| period | | experts | | repaired | |
| barter | | shirt | | chairman | |
| burner | | charter | | germ | |













| | | | | | |
|-----------|--|---------|--|-----------|--|
| convert | | farmer | | varnish | |
| avert | | farmers | | pertain | |
| adjourn | | fern | | burden | |
| adjourned | | fertile | | pertinent | |

163. Between a horizontal and an upward stroke the circle is turned with a left motion on the upward stroke to express *r* following the vowel:

| | | | | | |
|---------------|--|-----------|--|-----------|--|
| cart | | courtesy | | guarantee | |
| card | | courteous | | girder | |
| curt | | mart | | smart | |
| guard | | merit | | lard | |
| guard-
ian | | skirt | | flirt | |
| garden | | inert | | alert | |

164. Before straight lines, *s* in *ser*, *cer*, *sar*, and *th* in *ther*, *thir*, may be written contrary to the usual method of joining to express *r*:

























| | | | | | |
|---------|--|---------|--|----------|--|
| desert | | concert | | insert | |
| discern | | concern | | inserted | |

























| | | | | | |
|-----------|---|---------|---|------------------|--|
| insertion |  | search |  | sermon |  |
| assert |  | serge |  | third |  |
| asserted |  | surgeon |  | thirty |  |
| assertion |  | surmise |  | thermom-
eter |  |

165. R Omitted. In many words containing *ar*, *er*, *or*, *ir*, as in the words *large*, *serve*, *warm*, *sort*, *firm*, *circle*, *corner*, the *r* is omitted.

In applying this principle advantage is simply taken of dropping a sound that ordinarily is not stressed in speaking.

166. WORD DRILL

| | | | | | |
|----------|---|---------|---|-----------|--|
| large |  | reverse |  | endorse |  |
| larger |  | reserve |  | surprise |  |
| learn |  | toward |  | surplus |  |
| turn |  | towards |  | orchestra |  |
| terms |  | sport |  | quarter |  |
| north |  | born |  | war |  |
| northern |  | board |  | warn |  |
| cord |  | border |  | warmth |  |










| | | | | | |
|----------|---|-----------|---|------------|---|
| warrant |  | court |  | western |  |
| serve |  | source |  | modern* |  |
| service |  | storm |  | southern |  |
| services |  | firm |  | assortment |  |
| surface |  | circle |  | nervous |  |
| sort |  | certain |  | worry |  |
| corn |  | ascertain |  | worth |  |
| corner |  | eastern* |  | worthy |  |

*The syllables *tern*, *dern* are expressed by *ten*.

167. The termination *worthy*, as in *noteworthy*, *trustworthy*, is expressed by *thē*, and *worth* by *ūsh*, thus:

| | | | | | |
|------------|---|-------------|---|-----------|---|
| noteworthy |  | trustworthy |  | Ainsworth |  |
|------------|---|-------------|---|-----------|---|

168. The Syllable *Ther*. The syllable *ther*, as in *either*, *other*, is conveniently expressed by the sign for *th*:
























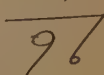






| | | | | | |
|---------|---|---------|---|----------|---|
| mother |  | bother |  | father* |  |
| neither |  | brother |  | leather |  |
| gather |  | weather |  | hitherto |  |

*The left-motion *th* is used in *father* to distinguish this word from *faith*, which otherwise would have the same form.

UNIT 21

COMMON PREFIXES AND SUFFIXES




















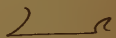








170. The prefixes *for*, *fore*, *fur* are expressed by *f*. The suffixes *ful* and *ify* are expressed by *f*; *self* by *s*; *selves* by *ses*; and *age* by *j*:

| | | | | | |
|------------|---|----------|---|------------|---|
| forget |  | useful |  | itself |  |
| forgive |  | notify |  | themselves |  |
| forgotten |  | modify |  | ourselves |  |
| foresee |  | certify |  | yourselves |  |
| furniture |  | dignify |  | courage |  |
| furnish |  | simplify |  | storage |  |
| awful |  | myself |  | baggage |  |
| wonderful |  | yourself |  | manager |  |
| helpful |  | himself |  | average |  |
| thoughtful |  | herself |  | package |  |

NOTES: (1) The syllable *ture* is written *tr*. (2) The vowel in *baggage* is omitted to distinguish the form from *package*. (3) When *for* or *fore* is followed by a vowel, disjoin *f* close to the next character, as in *forearm*. When *for* or *fore* is followed by *r* or *l*, form an angle after *f*, as in *forerunner*, *fur long*.

PHRASING PRINCIPLES

171. In phrases, the words *ago*, *early*, *few*, *him*, *hope*, *sorry*, *want*, *sure*, *possible*, are modified as shown below:

| | | | |
|---------------------|---|----------------------------|---|
| to <i>him</i> |  | at an early date |  |
| I told him |  | days <i>ago</i> |  |
| we told him |  | weeks <i>ago</i> |  |
| I <i>hope</i> |  | months <i>ago</i> |  |
| we <i>hope</i> |  | years <i>ago</i> |  |
| I hope to hear |  | day or two <i>ago</i> |  |
| I am <i>sorry</i> |  | week or two <i>ago</i> |  |
| we are <i>sorry</i> |  | as near as <i>possible</i> |  |
| I <i>want</i> |  | <i>few</i> days |  |
| you <i>want</i> |  | <i>few</i> months |  |
| we <i>want</i> |  | <i>few</i> minutes |  |
| if you <i>want</i> |  | be <i>sure</i> |  |
| do you <i>want</i> |  | we are <i>sure</i> |  |
| <i>early</i> reply |  | I am <i>sure</i> |  |

172. READING AND DICTATION PRACTICE

[illegible]

173. WRITING PRACTICE

1. This land is apparently owned by a group that received it as a grant from the Government, and I believe it is tax exempt.

2. The trend is to employ better-trained people in the printing industries, to prevent the losses entailed by errors in judgment.

3. We look for a cold winter, which will have a pronounced effect on the lumber market in this section.

4. We are sorry that the catalogue did not reach you in time to be of service in this particular instance.

5. If you want to see him in regard to the matter about which we talked yesterday, phone him, and if he is unable to see you, then he will arrange for a meeting at a later date.

6. We have looked over the carbon copy of the letter in question and are unable to find any reference to previous prices.

7. Sufficient improvement has been noted in the trend of the market to suggest that you buy now.

8. The vowel is inserted in the word "package" to enable the writer instantly to tell the difference between the forms for "package" and "baggage."

9. While at the village, I received a message from my employer asking me to send the package to his foreign address.

10. I have forgotten his name, but I suppose the hotel people will remember him.

11. The paper has been properly signed by the joint owners and sent to the land office.

CHAPTER VIII


































UNIT 22

OMISSION OF FINAL T

174. When slightly enunciated, *t* is omitted at the end of many words.

























WORD DRILL

(*t* omitted after *s*)

| | | | | | |
|---------|---|---------|---|------------|---|
| best |  | largest |  | adjust |  |
| rest |  | modest |  | adjustment |  |
| west |  | hardest |  | disgust |  |
| test |  | earnest |  | insist |  |
| latest |  | honest |  | consist |  |
| contest |  | request |  | persist |  |
| protest |  | finest |  | resist |  |
| detest |  | past |  | exist |  |
| invest |  | last |  | artist |  |
| oldest |  | just |  | exhaust |  |
| forest |  | justice |  | cost |  |



















175. WORD DRILL

(t omitted after k, p, den)

| | | | | | |
|---------|---|---------|---|-----------|--|
| act |  | project |  | induct |  |
| enact |  | affect |  | adapt |  |
| fact |  | defect |  | adopt |  |
| exact |  | detect |  | abrupt |  |
| contact |  | strict |  | president |  |
| elect |  | conduct |  | evident |  |
| select |  | product |  | resident |  |
| erect |  | deduct |  | student |  |

176. WORD DRILL

(t is written in the following words)

| | | | | | |
|-------|---|--------|---|---------|--|
| lost |  | dust |  | worst |  |
| east |  | taste |  | distant |  |
| fast |  | missed |  | intent |  |
| cast |  | mixed |  | content |  |
| vast |  | post |  | extent |  |
| least |  | coast |  | patent |  |




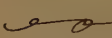











177. READING AND DICTATION PRACTICE

1. The first of these is the
 under the 100 (100)
 2. The second is the
 3. The third is the
 4. The fourth is the
 5. The fifth is the
 6. The sixth is the
 7. The seventh is the
 8. The eighth is the
 9. The ninth is the
 10. The tenth is the

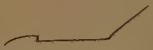


UNIT 23

OMISSION OF D













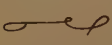


178. When slightly enunciated, *d* is often omitted:

| | | | | | |
|---------|---|----------|---|-----------|---|
| mind |  | dividend |  | expound |  |
| remind |  | intend |  | compound |  |
| command |  | extend |  | compounds |  |
| demand |  | extends |  | abound |  |
| diamond |  | pound |  | beyond |  |

179. The *d* is written in the following words:

| | | | | | |
|---------|---|---------|---|--------|---|
| commend |  | contend |  | attend |  |
|---------|---|---------|---|--------|---|

180. *D* is omitted when it immediately precedes *m* or *v*:

| | | | | | |
|-----------------|---|----------------|---|---------------|---|
| admit |  | admir-
able |  | admon-
ish |  |
| admit-
tance |  | advent |  | adverb |  |
| admitted |  | adventure |  | admire |  |
| advocate |  | adverse |  | advance |  |
| admira-
tion |  | adversary |  | advise(ce) |  |

181. In the words *admire*, *advice*, *advise*, *advance*, coming under this rule, the initial vowel also is omitted to facilitate phrasing, as illustrated in the

following useful phrases:

we admire

in advance

we advise

182. Where the last letter of a primitive form is omitted, the past tense is indicated by a disjoined *t*, thus:

contested

insisted

extended

requested

demanded

compounded

PREFIXES AND SUFFIXES

183. The syllable *ul* is expressed by the \overline{o} -hook; *al* (pronounced *aw-l*), by the \bar{o} -hook. The sign *al* has already been given in the words *also*, *almost*. *Sub* is expressed by a joined *s*; *less*, by *l*:

ulster

alterna-
tive

subway

ultima-
tum

submit

thought-
less

almanac

substance

home-
less

alternate*

subside

needless

*For convenience, the root form of the word *alter* is retained in derivative forms, although the pronunciation changes.

184. Before *r*, *l*, *ch*, *j*, or a hook, *s* is written contrary to rule to express *sub*, as in *suburb*, *sublime*, *subchief*, *subjoin*.

185. When *sub* is followed by a circle vowel, *s* is disjoined and placed on the line close to the following character, thus:

subeditor

subhead

186. BRIEF-FORM DERIVATIVE DRILL

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

























187. KEY TO BRIEF-FORM DRILL






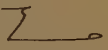
















1. acceptable, acknowledgment, addressed, addressee, advantageous, advisable, agreeable; 2. agreement, agreed, answers, appearance, appointment, asked; 3. beautiful, booklet, bookkeeping, careful, causes, charged, clearly; 4. collectible, considerably, correspondent, credits, desirable, educational; 5. effective, enclosure, explanation, favorable, favorite, favors, forced; 6. formerly, fully, greater, greatly, goodness, houses; 7. kindness, kindest, kindly, letters, likely, longer; 8. longest, mostly, myself, namely, names, obligations; 9. occasionally, preparation, publisher, purchaser, qualities, recovered, regardless, regards; 10. representative, satisfactorily, necessarily, necessity, successfully, surely, usually, unusual, wished.

UNIT 24

PHRASING PRINCIPLES

189. Words Omitted. Any unimportant word may be omitted where the sense requires its restoration in transcribing:

| | | | |
|-----------------|---|-------------------------------|---|
| in the world |  | here and there |  |
| ought to be |  | ought to have |  |
| day or two |  | ought to receive |  |
| more or less |  | in reply to your |  |
| little or no |  | for the time being |  |
| one or two |  | question of time |  |
| week or two |  | out of the question |  |
| son-in-law |  | one of the most |  |
| one of our |  | sooner or later |  |
| in order to see |  | in a week or two |  |
| some of them |  | in reference to the
matter |  |
| some of those |  | in regard to the matter |  |

| | | | |
|-----------------|---|-----------------------|---|
| up to the time |  | glad to see |  |
| by the way |  | I am of the opinion |  |
| on the market |  | in such a manner |  |
| on the subject |  | kindly let us know |  |
| on the question |  | in order to prepare |  |
| in the matter |  | little or nothing |  |
| in the market |  | one of the best |  |
| hand in hand |  | in a day or two |  |
| that is to say |  | on account of the way |  |
| able to say |  | I should like to have |  |
| more and more |  | I should like to know |  |

NOTES: 1. To secure facility in execution, split up long phrases and practice progressively, as, for example, *I should, I should like, I should like to know.*

2. The use of such expressions as *in reply to your, for the time being, in regard to the matter*, etc. is to be discouraged. They are not sanctioned by careful writers of English. Nevertheless they are still widely in use in business correspondence, and to prepare students for the kind of dictation they will receive, it is necessary to draw attention to these phrases.

191. WRITING PRACTICE

1. We feel that the extension of the project will not in any way affect the operating costs.

2. The demand for the compound is beyond our power to handle, as the supply of raw products is very limited.

3. I admit that we must admire the way in which he managed his company through a desperate period in its history.

4. We shall attempt to adjust the price of the product to the figure you name, but it is evident that the existing cost of raw products will make this very difficult.

5. Just how the act will affect the sales is hard to predict, but I am almost sure that an adjustment is necessary. The worst feature of the arrangement for the extension of the coast line is that it will greatly reduce, if not exhaust, our present surplus.

6. It is evident from your latest request that you are against the extension of the bond issue, but it is hoped that as a student of finance you will realize that the extension of our operating capital is consistent with modern methods.

7. Stocks and bonds are the two forms of investment most often chosen by the young man or young woman who has heeded the saying we have all heard nearly every day since we were born, that is, "The wise man spends less than he receives."

8. Therefore, when you are ready to start investing, it is much the best plan to rely on an investment bank to recommend the type of investment exactly suited to your needs. It will save you a lot of worry and will cost you nothing.

CHAPTER IX

UNIT 25

THE ABBREVIATING PRINCIPLE

192. The application of the abbreviating principle discussed in Chapter I, paragraph 23, many illustrations of which previously have been given, is more or less flexible and depends to a large extent upon the familiarity of the writer with the words and subject matter in the dictation. Note how the principle is applied in the following illustration:

It is possible that the success of the magazine may
make it necessary to change the policy of the association
at the next meeting in Philadelphia sometime in January.
Have you a memorandum of their financial standing?
The February number will contain an original story.





















The abbreviating principle is not employed when advantage may be taken of analogical or definite word-building rules, and it should not be employed when easily written word forms are possible without it. A good rule to apply to any word is: When in doubt, write it out.

193. Short Words. In a small but useful group of common words—many illustrations of which have been given throughout this manual in “Brief Forms for Common Words”—the form stops with a diphthong or a strongly accented vowel:

| | | | | | |
|----------|--|------------|--|-----------|--|
| arri(ve) | | lou(d) | | li(ght) | |
| deri(ve) | | sou(th) | | pri(vate) | |
| enga(ge) | | poo(r) | | glo(ry) | |
| stri(ke) | | pu(re) | | invi(te) | |
| gra(de) | | cu(re) | | provi(de) | |
| tra(de) | | pecu(liar) | | procee(d) | |
| dou(bt) | | confu(se) | | deci(de) | |
| crow(d) | | excu(se) | | preva(il) | |
| prou(d) | | refu(se) | | repe(at) | |
| stoo(d) | | beca(me) | | opera(te) | |





























194. Long Words. An analysis of hundreds of words shows that the abbreviations of long words fall into three classes, from which the following rules have been established:

195. If there is a longhand abbreviation, it is generally used, if it furnishes a distinctive outline, as in the words *amount* (*amt.*), *April* (*Apr.*), *balance* (*bal.*), *memorandum* (*memo.*):

| | | | |
|------------------------|---|---------------------------|---|
| amount
(amt.) |  | R.R. |  |
| balance
(bal.) |  | O.K. |  |
| boulevard
(blvd.) |  | free on board
(f.o.b.) |  |
| discount
(dis.) |  | paid (pd.) |  |
| magazine
(mag.) |  | Street* (St.) |  |
| England
(Eng.) |  | horse power
(h.p.) |  |
| memorandum*
(memo.) |  | U. S. |  |
| post office
(P.O.) |  | U. S. A. |  |
| equivalent
(equiv.) |  | ultimo
(ult.) |  |
| America
(Am.) |  | etc. |  |

**Memoranda* is written *mema*; *street* is written *st* only with a street name otherwise *str*.

196. Write through the accented syllable if the outline is distinctive. Illustrations: *abbrev* for *abbreviate*; *lang* for *language*; *elab* for *elaborate*, etc.:

| | | | |
|---------------------------------|---|-----------------------------|---|
| authent(ic) |  | leng(th) |  |
| cap(able) |  | lib(erty) |  |
| certif(icate) |  | mater(ial) |  |
| conven(ience),
conven(ient) |  | of(fer) |  |
| coop(erate) |  | orig(inal) |  |
| cus(tom) |  | pleas(ant) |  |
| depos(it) |  | pop(ular) |  |
| devel(op) |  | pol(icy) |  |
| dup(licate) |  | prej(udice) |  |
| estab(lish) |  | prin(ciple),
prin(cipal) |  |
| finan(cial) |  | rel(ative) |  |
| illus(tration),
illus(trate) |  | priv(ilege) |  |
| imag(ination),
imag(ine) |  | trav(el) |  |
| lang(uage) |  | un(ion) |  |

UNIT 26











THE ABBREVIATING PRINCIPLE

(Continued)

198. Write through the consonant following the accented syllable, if writing through the accented syllable does not give a sufficiently distinctive form.



















To illustrate, writing *ab* for the word *absent* would not be sufficiently distinctive, but by writing *abs*, the word is immediately suggested. In context, *at* would not suggest *attitude* or *attribute*, but *atit* and *atrib* would furnish perfectly legible forms:

| | | | |
|--------------------------------|--|-----------------------|--|
| abs(ent),
abs(ence) | | essential
(esensh) | |
| abso(lute) | | freq(uent) | |
| accomp(lish) | | indic(ate) | |
| appreciate,
-tion (appresh) | | journ(al) | |
| associa(tion)
(asosh) | | loc(al) | |
| attit(ude) | | splend(id) | |
| benef(it) | | recipr(ocate) | |
| canc(el) | | num(erous) | |
| corp(oration) | | ordin(ary) | |
| enthus(iasm) | | spec(ify) | |

| | | | |
|-------------|---|------------------|---|
| perman(ent) |  | simil(ar) |  |
| promin(ent) |  | social
(sosh) |  |
| pract(ice) |  | tit(le) |  |
| rend(er) |  | tot(al) |  |
| separ(ate) |  | territ(ory) |  |

OMISSION OF VOWEL BEFORE "SHUN"

199. The vowel is omitted in the terminations *tition*, *tation*, *dition*, *dation*, *nition*, *nation*, *mission*, *mation*:

| | | | |
|-------------|---|---------------|---|
| repetition |  | consolidation |  |
| competition |  | commission |  |
| station |  | information |  |
| quotation |  | permission |  |
| notation |  | intimation |  |
| edition |  | definition |  |
| addition |  | combination |  |
| condition |  | recognition |  |
| foundation |  | destination |  |


200. READING AND DICTATION PRACTICE


. C r h 1 p 2 s 9
s. C b. s h r f
m, a l r 9
f o r n i e l o s
e r n g 3, 2 C r y (2
C a r u b l e m
r r r l m r n
o r d o g f r d
o h m r z z o r
m n e s b f
r g, 2 C - s o o n b
f o e e l f o o s
r. l e l r m n. d
e C r. r f o m r
s d l r r s o f.


UNIT 27

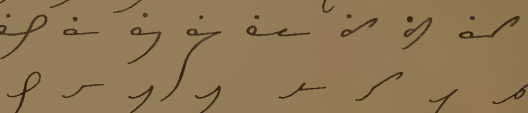
COMPOUND WORDS

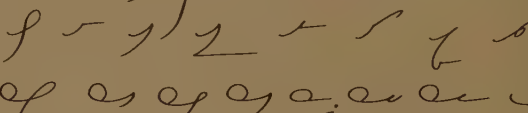
201. A number of compounds may be obtained by joining brief forms:

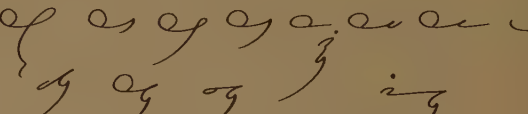
any: 

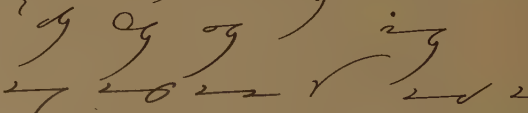
be: 

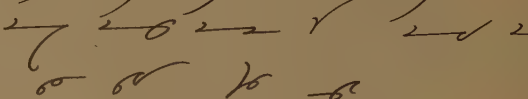
ever-y: 


here: 

there: 

where: 

soever: 

some: 

with: 

202. KEY TO COMPOUND WORDS

any: anybody, anyone, anywhere, anyhow, anyway.
be: before, beforehand, behindhand, belong, beside, besides.
ever-y: whatever, whenever, whichever, however, whoever, everybody, everyone, everywhere.
here: hereafter, herein, hereinafter, hereinbefore, hereon, hereto, heretofore, hereunto, herewith.
there: thereafter, therein, therefore, therefrom, thereon, thereto, thereupon, therewith.

where: whereabouts, whereas, wherever, wherefore, wherein, whereof, whereon, elsewhere.

soever: whatsoever, wheresoever, whensoever, whosoever, whomsoever.

some: somebody, somehow, someone, sometime, somewhat, somewhere.

with: within, withstand, forthwith, notwithstanding.

NOTE: Slight modifications or omissions are made in the forms for *anywhere*, *anyhow*, *hereinafter*, *herewith*, *however*, *sometime*, *somewhere*, and the compounds beginning with *every*. These should receive special attention. The form for *notwithstanding* is *not-with-s*.

203. IRREGULAR COMPOUNDS

meanwhile

otherwise

thanksgiving

FIGURES, ETC.

204. After numerals the word *dollars* is expressed by *a*; *hundred* by *n* placed under the numeral; *thousand* by *th*; *million* by *m* placed on the line close to the numeral; *billion* by *b*; *pounds* (weight or money) by *p*; *gallons* by *g*; *barrels* by *br*; *bushels* by *bsb*; *feet* by *f*; *francs* by *fr*; *cwt.* by *nw*; *o'clock* by *o* placed over the numeral:

| | | | | | |
|-------|--|---------|--|----------------|--|
| \$5 | | 5,000 | | 5,000,000* | |
| 500* | | \$5,000 | | \$5,000,000 | |
| \$500 | | 500,000 | | 5 lbs. (or £5) | |

*The sign for *hundred* is placed beneath the figure to distinguish it positively from *million*, which is written beside the figure.

| | | | | | |
|-----------------------|---|-----------|---|------------|----------------|
| 500 lbs.
(or £500) | 5 | 5 barrels | 5 | 5 o'clock | 5 ^o |
| £5,000 | 5 | 5 bushels | 5 | 500 feet | 5 |
| £500,000 | 5 | 5 feet | 5 | 5 francs | 5 |
| 5 gallons | 5 | 5 cwt. | 5 | 500 francs | 5 |

205. The above signs may be used after the article *a* and such words as *per*, *few*, *several*:

| | | | |
|-------------|---|-------------------------|---|
| a dollar | . | several hundred | 5 |
| a pound | . | several hundred dollars | 5 |
| a million | — | a thousand dollars | . |
| a gallon | . | few thousand dollars | 5 |
| per hundred | C | a hundred thousand | . |

206. *Cents* when preceded by dollars may be expressed by writing the figures representing them very small and above the numerals for the dollars; when not preceded by dollars, the sign for *s* is placed above the figures. *Per cent* is expressed by *s* written below the figures; *per cent per annum* by adding *n* to *per cent*.

| | | | |
|-----------------|----------------|----------------|-------------------------|
| \$8.50 | five cents | five per cent | five per cent per annum |
| 8 ⁵⁰ | 5 [¢] | 5 _, | 5 _n |

208. WRITING PRACTICE

1. A few thousand dollars will be needed to begin the repairs on the bridge at Omaha. It is estimated that the total cost will be about \$50,000.

2. Owing to the strike, the goods are coming through in very poor condition, and many of the shipments must be refused.

3. A trial of the peculiar device showed that it was not capable of developing even approximately the power claimed for it.

4. We are anxious to be invited to the private view of this new establishment, and especially of its elaborate and conspicuously beautiful decorations.

5. We are somewhat accustomed to abbreviating words in writing the English language in longhand. This expedient is especially applicable and convenient in writing rapidly. The principle is capable of great development and offers a ready means of providing easy forms for many long words that would otherwise require more elaborate and consequently less fluent outlines.

6. In the Post Office Guide it is suggested that in addressing envelopes the name of the state, written on a line by itself, is more convenient in handling the mail.

7. A peculiar situation has arisen that is likely to prejudice the development and policy of this financial institution.

8. The Reverend Mr. Smith took a conspicuously benevolent attitude toward a policy that was not likely to be successful.

9. A regular feature of the establishment was the inauguration of a fashion show each month.

CHAPTER X

UNIT 28

ANALOGICAL WORD-BEGINNINGS—DISJOINED

209. Certain prefixes or letters are disjoined to express *tr* and a following vowel. The prefix is placed above the line, very close to the remainder of the word:

| | | |
|------------------------------------|----|--|
| centr-, center | 1 | |
| contr-, counter | 2 | |
| constr- | 3 | |
| detr-, deter | 4 | |
| distr-, destr- | 5 | |
| electr-,
(or electric) | 6 | |
| extr-, exter,
(or excl-) | 7 | |
| intr-, inter,
enter, (or intel) | 8 | |
| instr- | 9 | |
| retr- | 10 | |
| restr- | 11 | |

210. KEY TO ANALOGICAL WORD-BEGINNINGS

1. central, center, centralize, centralization, centrifugal.
2. contract, contrary, control, contribute, contrast, counterpart, counter-sign.
3. construct, construction, constrain, constraint, construe, construed.
4. detriment, detrimental, deteriorate, detract, detraction.
5. destroy, distribute, distribution, distract, distraction.
6. electric, electrical, electrolysis, electric light.
7. extra, extreme, extraordinary, exterior, extricate, exclusive, exclamation.
8. interest, interesting, enter, entered, entertain, interfere, introduce, intelligence.
9. instruct, instruction, instrument, instruments, instrumental.
10. retreat, retract, retraction, retribution, retrieve, retrogression.
11. restrain, restraint, restrict, restriction.

211. In forming the derivatives of words ending in *ct*, as in *contract*, it is not necessary to disjoin to express *ed*, *or*, *er*, or *ive*. The *t* is omitted in the primitive form (under the rules given in Chapter VIII), and also in its derivatives:

contracted

instructed

contractor

instructor

constructed









instructive

construtor

extracted













constructive

restrictive




























| | | | |
|-----------|---|-----------|---|
| detracted |  | affected |  |
| active |  | defective |  |
| effected |  | detected |  |
| effective |  | detective |  |

ANALOGICAL WORD-BEGINNINGS—COMPOUNDS

212. Some very useful forms are obtained by joining simple syllable characters, such as *in*, *un*, *dis*, *re*, *non*, to the signs for disjoined word-beginnings:

| | | | |
|----------------|--|----------------|--|
| uncontrolled |  | redistribute |  |
| unrestrained |  | disinterested |  |
| uninteresting |  | indestructible |  |
| uninstructed |  | inextricable |  |
| concentration |  | eccentric |  |
| reconstruction |  | misinterpret |  |

213. READING AND DICTATION PRACTICE

122 30 2 1 2 f.
s r b" l 2 1 u 2
o y. 2 l 2 u
v. 1 x, y 2 u o
t p r f l u, v.
- l s 2 b 2 -
- o. - u 2 s - l
s r 1 2 - u s s o
2 2 m 2 s 2
2 2 2 1 2 i 2
s - 2 s 2 s
- . 2 s o 2
2 2 2 2 2 2
s 2 s 2 s 2 2
- 2 2 2 2 2
s 2 2 2 2 2

UNIT 29

214. ANALOGICAL WORD-BEGINNINGS—DISJOINED

(Continued)

| | | | | | | | | | |
|------------------------|------|---|---|---|---|---|---|---|---|
| agr-
aggr- | | o | q | o | o | o | o | o | o |
| ant- | | o | o | o | o | o | o | o | o |
| decl- | | o | o | o | o | o | o | o | o |
| incl- | | o | o | o | o | o | o | o | o |
| magn-
(or Mc) | | o | o | o | o | o | o | o | o |
| multi | | o | o | o | o | o | o | o | o |
| over | | o | o | o | o | o | o | o | o |
| para* | | o | o | o | o | o | o | o | o |
| post* | | o | o | o | o | o | o | o | o |
| recl- | | o | o | o | o | o | o | o | o |
| self, circu,
circum | | o | o | o | o | o | o | o | o |
| grand | | o | o | o | o | o | o | o | o |

*The prefix *para* is written above the rest of the word; *post* is written on the line close before the following character.













| | |
|-----------------|---------------------|
| short,
ship | ... 1 1 1 1 1 1 1 1 |
| super,
supre | 1 1 1 1 1 1 1 1 |
| susp-
suscep | 1 1 1 1 1 1 1 1 |
| trans | 1 1 1 1 1 1 1 1 |
| under | ... 1 1 1 1 1 1 1 1 |

215. KEY TO ANALOGICAL WORD-BEGINNINGS

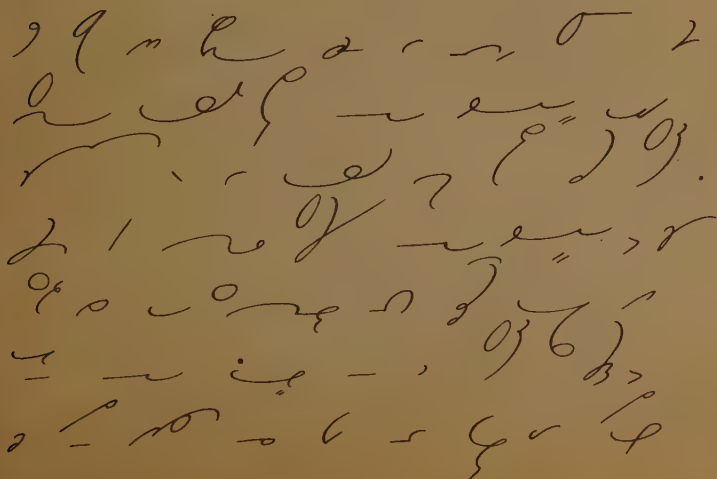
1. agree, agreeable, agreement, agriculture, aggravate, aggressive, disagree, disagreeable.
2. anticipate, anticipation, antagonize, antecedent, anterior.
3. declare, declaration, decline, declined, declaim, declamation.
4. include, incline, inclination, inclined, inclusion, inclusive, inclement.
5. magnify, magnitude, magnificent, magnet, McNeil.
6. multitude, multiple, multiply, multiplication.
7. over, overlook, overtake, overcoat, overthrow, overcome.
8. paragraph, parallel, paramount, paradise, paralysis, parasite.
9. postage, postal, postmaster, postpone, postman.
10. recline, reclined, reclaim, reclamation, recluse.
11. selfish, self-confident, self-control, circular, circulation, circumstances, circus.
12. grand, grandson, granddaughter, grandmother, grandfather.
13. short, shorter, shorten, shortage, shortly, shortsighted, shipshape, shipwreck, shipyard.
14. superintend, superior, supervise, support, supreme, supremacy, superb, supersede.
15. suspect, suspected, suspicious, suspicion, susceptible, suspend, suspense, suspension.
16. transact, transacted, transaction, transfer, translation, transport, transfix.
17. under, understanding, undertake, understood, underneath, underline, underwrite.

216. ANALOGICAL WORD-BEGINNINGS—COMPOUNDS

(Continued)

| | | | |
|---------------|---|--------------------|---|
| self-interest |  | disinclined |  |
| unselfish |  | disinclination |  |
| unparalleled |  | self-contradiction |  |
| unsuspected |  | unsusceptible |  |
| self-control |  | untransacted |  |
| unsuspicious |  | unrestricted |  |

217. READING AND DICTATION PRACTICE



{ — — — — — } , &
i i o o e e r r ,
r b f o , e e , r o —
r o i i o o z r l
e e i h o r i t o
t z e r (— —
e l i p o r e h ,
(e i r i r r r
t i o r i o o r)
e e o r r r r r e
t o i e . — (,
t e r e e y —
r r r r r r r r
r o r (y i r o r .
(r e r e e e e
r e r e r r r r r

UNIT 30

PHRASING PRINCIPLES

218. The words *misunderstand* and *misunderstood* are expressed by *stand* and *stood* placed under *mis*, with *mis* placed on the line of writing. This rule is extended to the words *understand* and *understood* when they are preceded by a pronoun, a brief form, or a short phrase form:

| | | | |
|---------------|--|-----------------------|--|
| misunderstand | | I understand | |
| misunderstood | | I do not understand | |
| I understood | | I cannot understand | |
| we understood | | thoroughly understood | |

219. The words *extra*, *enter*, *over*, *under*, *short*, *center*, *counter*, *agree*, *grand* are expressed by the prefixal forms placed over the next word:

| | | | |
|----------------|--|---------------------|--|
| extra discount | | under consideration | |
| enter the | | extra fare | |
| enter into | | short time | |
| over the | | center line | |
| under any | | agree with you | |

220. The word *done* is expressed by the *den* blend in many phrases:

| | | | |
|---------------|--|----------------|--|
| have done | | will be done | |
| has been done | | would be done | |
| has done | | should be done | |

221. In many phrases the word *than* is expressed by *n*:

| | | | |
|--------------|--|--------------|--|
| quicker than | | rather than | |
| better than | | nearer than | |
| sooner than | | greater than | |

222. Many useful business phrases may be secured by slightly modifying the form for *us*:

| | | | |
|----------|--|---------|--|
| give us | | to us | |
| tell us | | let us | |
| write us | | mail us | |

223. In many phrases *department* is expressed by a disjoined *d*:

| | | | |
|---------------------|--|-----------------------|--|
| credit department | | purchasing department | |
| shipping department | | accounting department | |

224. In a number of phrases the word forms are modified or a word is omitted where the grammatical construction of the sentence would compel its restoration when transcribing:

| | | | |
|----------------|--|---------------------------|--|
| of course | | whether or not | |
| at once | | at all events | |
| at any rate | | to some extent | |
| great deal | | to a great extent | |
| I always | | to such an extent | |
| on hand | | at the same time | |
| as follows | | in other words | |
| whole lot | | once in a while | |
| one another | | in my opinion | |
| day's sight | | in the first place | |
| do you know | | as soon as possible | |
| great pleasure | | as a matter of fact | |
| your order | | on account of
the fact | |
| first class | | over and over
again | |

226. WRITING PRACTICE

1. The supreme test of his intelligent understanding of the transaction was revealed in his superior statement regarding it.

2. A shortage in the shipment was discovered by the superintendent, who immediately took the matter up with his superior.

3. We suspect that the error in judgment was due entirely to his susceptible and unsuspicious nature, as well as to his shortsightedness.

4. We shall not overlook his tendency to overcharge our batteries, something that will be overcome by the simple expedient of giving the undertaking to McLain.

5. The instructor attempted to restrain his students from further controversy about the peculiar effects of electrolysis, to say nothing of the heated discussion about centrifugal and centripetal forces.

6. His disinterested attitude led to an unparalleled controversy.

7. Mr. McFadden seemed disinclined to enter into the agreement owing to the aggressive policy and the superior air of the gentleman representing the Paramount Overcoat Corporation.

8. The transfer of the contract may be easily effected, but I am inclined to think that it will be disadvantageous.











9. Both the interior and exterior finishes were designed by Mr. McLaren, of McLaren, McNamara & McIntyre.

10. The reconstruction of the dam was resisted by a multitude of citizens because of the extraordinary declivity of the adjacent walls of the cliff, which would necessitate much extra construction.

CHAPTER XI

UNIT 31

227. ANALOGICAL WORD-ENDINGS—JOINED

| | |
|----------------------------|---|
| -scribe,
-scription |  |
| -cient, -tient,
-ciency |  |
| -pose,
-position |  |
| -pute,
-putation |  |
| -ure, -ture |  |
| -ual, -tual |  |
| -spect,
-spection |  |
| -quire |  |
| -pire |  |
| -nsive |  |

NOTE: Occasionally a disjoined prefix precedes a joined suffix, as in *circumspect*, *introspect*, in which case the disjoined sign is written above.

-gency



-sure, -jury, -jure

-flect, -flection,
-flict, -fliction

-sult



-nment*



*The "jog" is omitted in the termination *-nment*.

228. KEY TO ANALOGICAL WORD-ENDINGS

1. subscribe, subscription, describe, description, inscribe, prescription.
2. ancient, patient, impatient, efficient, efficiency, deficient, deficiency.
3. compose, composition, propose, proposition, suppose, supposition, dispose, disposition, oppose, opposition.
4. repute, reputation, dispute, disputation, compute, computation, impute, amputation.
5. secure, picture, feature, nature, creature, departure.
6. actual, mutual, equal, eventual, continual.
7. inspect, inspection, prospect, prospective, expectation, circumspect, introspection.
8. require, inquire, acquire, requirement, acquires.
9. expire, inspire, conspire, transpire, perspire, aspire.
10. expensive, extensive, comprehensive, offensive, intensive, defensive.
11. agency, emergency, exigency, urgency, contingency.
12. assure, leisure, pressure, measure, treasure, injure.
13. reflect, reflection, inflict, infliction, conflict, confliction.
14. insult, result, consult, consultation.
15. assignment, refinement, consignment, adjournment.

229. READING AND DICTATION PRACTICE

. 1 m r n e o s t n
 { 1 2 3 4 5 6 7 8 9
 10 11 12 13 14 15 16 17 18
 19 20 21 22 23 24 25 26 27
 28 29 30 31 32 33 34 35 36
 37 38 39 40 41 42 43 44 45
 46 47 48 49 50 51 52 53 54
 55 56 57 58 59 60 61 62 63
 64 65 66 67 68 69 70 71 72
 73 74 75 76 77 78 79 80 81
 82 83 84 85 86 87 88 89 90
 91 92 93 94 95 96 97 98 99
 100 101 102 103 104 105 106 107 108
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 676 677 678 679 680 681 682 683 684
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 703 704 705 706 707 708 709 710 711
 712 713 714 715 716 717 718 719 720
 721 722 723 724 725 726 727 728 729
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 892 893 894 895 896 897 898 899 900
 901 902 903 904 905 906 907 908 909
 910 911 912 913 914 915 916 917 918
 919 920 921 922 923 924 925 926 927
 928 929 930 931 932 933 934 935 936
 937 938 939 940 941 942 943 944 945
 946 947 948 949 950 951 952 953 954
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 991 992 993 994 995 996 997 998 999
 1000

UNIT 32

ANALOGICAL WORD-ENDINGS—DISJOINED

230. In most of the disjointed word-endings the vowel preceding the ending is understood, as in *art(i)cle*, *barn(a)cle*, *dom(e)stic*, *cal(a)mity*, *extr(e)mity*, *auth(o)rity*, *sec(u)rity*:

| | |
|---------------------------|--|
| -ical, -icle,
-acle | |
| -tic, -tical,
-tically | |
| -lity | |
| -ulate
-ulation | |
| -bility | |
| -city | |
| -logy,
-logical | |
| -rity | |
| -fication | |
| -ograph-y | |
| -cgraph-y | |
| -gram,
-grm | |

-ward,*
-hood

v v v h e / b / p b //

-ship

l, r, n, v, d, f, b,

-mental

v — — — — —

-mity,
-nity

e / d / e / v

-stic

(v or r) e, v

*In the words *forward*, *afterward*, *upward*, *backward* the suffix is joined; in other words, it is disjoined.

231. KEY TO ANALOGICAL WORD-ENDINGS



























1. article, practical, physical, musical, medical, technical.
2. politic, political, politically, critic, critical, critically.
3. personality, locality, formality, facility, utility.
4. formulate, formulation, speculate, speculation, regulate, regulation.
5. possibility, ability, sensibility, nobility, reliability, adaptability, visibility.
6. capacity, simplicity, ferocity, tenacity, scarcity, sagacity, electricity.
7. psychology, apology, analogy, physiology, theology, zoölogy, genealogy, mineralogy.
8. authority, majority, prosperity, security, sincerity, popularity, minority.
9. classification, specification, modification, notification, qualification, justification.
10. phonograph, photography, geography, lithography, stenography, typography, typographic.

L b o m y (r ,) -
 m o g e y , l u m m u v
 c e e v . r p x . m , v
 u b o r o 2 , o l o , - l
 e j , o , - j (d i e l ,
 . p e e b r m . r p l
 m s j , l - o e , l y o ,
 u o 2 o . (r b o b d (l
 . d o l y y j o r o . -
 o , r e b y o j . 2
 - u s z , y b - o > e .
 - o u r y , 2 - r
 j e u e b f , i l , i o
 o , e . l o u r m , e l
 i v e , - o l b l , - v
 o , e e - i j ,

UNIT 33

INITIALS

233. As there is no context to initials, accuracy in writing them is of prime importance:

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| A |  | H |  | O |  | V |  |
| B |  | I |  | P |  | W |  |
| C |  | J |  | Q |  | X |  |
| D |  | K |  | R |  | Y |  |
| E |  | L |  | S |  | Z |  |
| F |  | M |  | T |  | | |
| G |  | N |  | U |  | | |

234. Many writers prefer to write initials in long-hand, and if this is done, a great saving in time may be effected by writing them in small letters and joining the letters, thus:

A. B. Smith

C. D. Brown



















E. F. Jones





































INTERSECTION

235. The expedient known as intersection, or the writing of one character through another, is sometimes useful for special phrases. In applying this expedient the writer must rely very largely upon his own judgment. In his daily work as stenographer or reporter he may find some terms peculiar to the business in which he is engaged occurring so frequently that special forms may be adopted for them that will be brief and yet absolutely distinctive. Very often the writing of one character through another will meet the exigency. The following are useful examples:

| | | | |
|-------------|---|-------------------------------|---|
| A. D. |  | Associated Press |  |
| A. M. |  | Democratic party |  |
| P. M. |  | Republican party |  |
| C. O. D. |  | political party |  |
| price list |  | Baltimore & Ohio
(B. & O.) |  |
| list price |  | New York Central |  |
| vice versa |  | Michigan Central |  |
| bank draft |  | Illinois Central |  |
| order blank |  | endowment policy |  |

| | | | |
|---------------------------|---|------------------------|---|
| Grand Trunk |  | indemnity policy |  |
| selling price |  | Canadian Pacific |  |
| market price |  | Northern Pacific |  |
| Union Pacific |  | application blank |  |
| School Board |  | bond and mortgage |  |
| member banks |  | chairman of the board |  |
| curb market |  | Federal Reserve Board |  |
| stock market |  | Board of Managers |  |
| Great Britain |  | Board of Management |  |
| enclosed blank |  | commercial paper |  |
| General Manager |  | account current |  |
| Assistant General Manager |  | chattel mortgage |  |
| bills payable |  | certificate of deposit |  |
| bills receivable |  | commercial draft |  |
| profit and loss |  | Board of Education |  |
| Board of Trade |  | Chamber of Commerce |  |

237. WRITING PRACTICE

1. It transpired that he did not aspire to the office himself but was conspiring to overthrow the incumbent.

2. Intensive study of the actual conditions of the conflict ought to make it possible to prevent the recurrence of this emergency.

3. Without a considerable body of experimental data it is impossible to formulate physiological rules with reliability.

4. In the extremity, the sublimity and nobility of his character were revealed with inspiring clarity.

5. The floods were a national calamity in which thousands were injured, to say nothing of the financial losses inflicted on all the people in that territory.

6. It will probably require the services of many stenographers to answer all the inquiries about the branches of this extensive business, and I myself shall take care of those of great urgency.

7. One of the finest things a teacher can do is to inspire the student to make proper use of his leisure time, to give some time to reflection and thought.

8. Nobility of thought, adaptability of ideas, and generosity of nature – these are the fundamental requisites for those who would have the real rewards of life.

9. His phraseology seems to call for an apology on his part; the other members of the partnership were not backward in sending him a notification to that effect.

10. He employed all his great ability in writing an interesting article on the politics of this locality. As he wrote with authority, and had every justification for what he said, his article had a certain degree of popularity with the majority.

CHAPTER XII

UNIT 34

STATES AND TERRITORIES

238. The abbreviations used in the following list are those adopted by the Post Office Department:
































| | | | | | |
|--------|--|--------|--|---------|--|
| Ala. | | Hawaii | | Minn. | |
| Alaska | | Idaho | | Miss. | |
| Ariz. | | Ill. | | Mo. | |
| Ark. | | Ind. | | Mont. | |
| Calif. | | Iowa | | Nebr. | |
| Colo. | | Kans. | | Nev. | |
| Conn. | | Ky. | | N. H. | |
| Del. | | La. | | N. J. | |
| D. C. | | Maine | | N. Mex. | |
| Fla. | | Md. | | N. Y. | |
| Ga. | | Mass. | | N. C. | |
| Guam | | Mich. | | N. Dak. | |









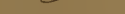























| | | | | | |
|-------|-----------|---------|-----------|--------|----------|
| Ohio | <i>u</i> | R. I. | <i>o</i> | Vt. | <i>1</i> |
| Okla. | <i>no</i> | S. C. | <i>re</i> | Va. | <i>2</i> |
| Oreg. | <i>e</i> | S. Dak. | <i>so</i> | Wash. | <i>3</i> |
| Pa. | <i>6</i> | Tenn. | <i>l</i> | W. Va. | <i>3</i> |
| P. I. | <i>lo</i> | Tex. | <i>r</i> | Wis. | <i>2</i> |
| P. R. | <i>f</i> | Utah | <i>so</i> | Wyo. | <i>2</i> |

PRINCIPAL CITIES OF THE UNITED STATES

239. The following names of cities are arranged in the order of their population:

| | | | |
|--------------|-----------|---------------|-----------|
| New York | <i>n</i> | Boston | <i>1</i> |
| Chicago | <i>ch</i> | Pittsburgh | <i>4</i> |
| Philadelphia | <i>20</i> | San Francisco | <i>21</i> |
| Los Angeles | <i>46</i> | Buffalo | <i>5</i> |
| Detroit | <i>o</i> | Washington | <i>3</i> |
| Cleveland | <i>ny</i> | Milwaukee | <i>re</i> |
| St. Louis | <i>ns</i> | Newark | <i>2</i> |
| Baltimore | <i>h</i> | Minneapolis | <i>l</i> |

| | | | |
|--------------|---|-------------|---|
| New Orleans |  | Atlanta |  |
| Cincinnati |  | Akron |  |
| Kansas City |  | Birmingham |  |
| Seattle |  | Omaha |  |
| Indianapolis |  | Dallas |  |
| St. Paul |  | San Antonio |  |
| Portland |  | Syracuse |  |
| Louisville |  | Worcester |  |
| Jersey City |  | Richmond |  |
| Rochester |  | Memphis |  |
| Toledo |  | New Haven |  |
| Columbus |  | Dayton |  |
| Denver |  | Norfolk |  |
| Providence |  | Youngstown |  |
| Houston |  | Hartford |  |
| Oakland |  | Ft. Worth |  |

| | | | |
|----------------|---|-------------|---|
| Tulsa |  | Camden |  |
| Grand Rapids |  | Fall River |  |
| Oklahoma City |  | Wilmington |  |
| Bridgeport |  | Cambridge |  |
| Miami |  | Yonkers |  |
| Long Beach |  | Albany |  |
| Des Moines |  | San Diego |  |
| Springfield |  | New Bedford |  |
| Flint |  | Lowell |  |
| Paterson |  | Reading |  |
| Scranton |  | Duluth |  |
| Erie |  | Elizabeth |  |
| Jacksonville |  | Canton |  |
| Nashville |  | El Paso |  |
| Trenton |  | Spokane |  |
| Salt Lake City |  | Tacoma |  |

240. READING AND DICTATION PRACTICE

[Handwritten musical notation consisting of approximately 18 staves.]

UNIT 35

NAME TERMINATIONS













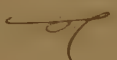

241. The terminations *burg*, *ville*, *field*, *port* may generally be expressed by the first letter, joined or disjoined as convenient; *ford*, by *fd*; *ington*, by a disjoined *tn*; and *ingham*, by a disjoined *m*:

| | | | |
|------------|--|------------|--|
| Harrisburg | | Davenport | |
| Petersburg | | Newport | |
| Fitchburg | | Shreveport | |
| Newburgh | | Oxford | |
| Danville | | Rockford | |
| Zanesville | | Milford | |
| Evansville | | Kensington | |
| Knoxville | | Arlington | |
| Pittsfield | | Birmingham | |
| Plainfield | | Nottingham | |

NOTE: A distinction between *ton* and *town* is made as follows:











| | | | |
|----------|-----------|------------|-------------|
| Johnston | Johnstown | Charleston | Charlestown |
| | | | |

242. The names of cities and states often may be joined:

| | | | |
|--------------------|---|-----------------------|---|
| Buffalo,
N. Y. |  | St. Louis,
Mo. |  |
| St. Paul,
Minn. |  | Rochester,
N. Y. |  |
| Boston,
Mass. |  | Baltimore,
Md. |  |
| Detroit,
Mich. |  | Memphis,
Tenn. |  |
| Chicago,
Ill. |  | Louisville,
Ky. |  |
| Denver,
Colo. |  | Minneapolis,
Minn. |  |
| Omaha,
Nebr. |  | Washington,
D. C. |  |

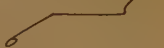

























"STATE OF" JOINED

243. When the words "State of" precede the name of a state, omit *of* and join the words, if convenient:

| | | | |
|----------------|---|----------------|---|
| State of N. Y. |  | State of Mass. |  |
| State of Nebr. |  | State of Pa. |  |
| State of Ill. |  | State of La. |  |
| State of N. J. |  | State of Ga. |  |
| State of Miss. |  | State of Minn. |  |

244. CANADIAN PROVINCES AND CITIES

(Including Newfoundland and Labrador)

| | | | |
|-------------------------|---|--------------|---|
| Prince Edward
Island | loo | Edmonton |  |
| Nova Scotia | z | Hamilton | je |
| New Brunswick | t | London |  |
| Quebec |  | Montreal |  |
| Ontario |  | Ottawa |  |
| Manitoba |  | Peterboro |  |
| Saskatchewan |  | Regina |  |
| Alberta |  | St. John |  |
| British Columbia |  | Saskatoon |  |
| Yukon |  | Toronto |  |
| N. W. Territories |  | Vancouver |  |
| Labrador |  | Victoria |  |
| Newfoundland |  | Windsor |  |
| Brantford |  | Winnipeg |  |
| Calgary |  | Saint John's |  |











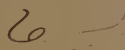











245. READING AND DICTATION PRACTICE

































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UNIT 36




























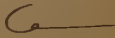




A SHORT VOCABULARY

































246. This short vocabulary will be a valuable addition to the equipment of every shorthand writer. Though many of these words are not of high frequency, it will be seen at a glance that they are of sufficient importance to warrant study. Many of them are written according to the abbreviating principle:

| | | | | |
|----------|----------------|---|---------------|---|
| A | abstract |  | assist |  |
| | accommodation |  | Atlantic |  |
| | accompany |  | attach |  |
| | administration |  | attorney |  |
| | affidavit |  | attract |  |
| | afraid |  | authoritative |  |
| | American |  | automobile |  |
| | application |  | avoid |  |
| | approval |  | B | |
| | architect |  | bankrupt |  |
| | argument |  | bookkeeper |  |
| | | | bureau |  |

| | | | | |
|---|----------------------------|---|--------------|---|
| C | Christmas |  | corporation |  |
| | citizen |  | coupon |  |
| | civil |  | crop |  |
| | clerk |  | cultivate |  |
| | commerce |  | curious |  |
| | commercial |  | D deceive |  |
| | compare |  | default |  |
| | comparative |  | defendant |  |
| | consequent,
consequence |  | democrat |  |
| | conclude |  | designate |  |
| | conclusion |  | disagreement |  |
| | congress |  | disappoint |  |
| | connect |  | discuss |  |
| | conspicuous |  | distinct |  |
| | constitution |  | distinguish |  |
| | conversation |  | disturb |  |

| | | | | | |
|---|-----------|---|---|------------------------------|---|
| | doctrine |  | H | headquarters |  |
| E | emphasize |  | | husband |  |
| | energy |  | I | inasmuch |  |
| | English |  | | inaugurate |  |
| | entitle |  | | independent,
independence |  |
| | estate |  | | indispensable |  |
| | exchange |  | | institute |  |
| | execute |  | | investigate |  |
| | exercise |  | J | junior |  |
| F | familiar |  | | jury |  |
| | fault |  | L | legislate |  |
| | fortune |  | | legislation |  |
| | freight |  | | legislative |  |
| | fulfill |  | | legislator |  |
| G | glorious |  | | legislature |  |
| | God |  | | likewise |  |

| | | | |
|----------------------|---|-----------------------|---|
| literary |  | obstruct |  |
| literature |  | obvious |  |
| litigation |  | occupy,
occupation |  |
| locate |  | P Pacific |  |
| luxury |  | parcel |  |
| M manufacture |  | partial |  |
| merchant |  | passenger |  |
| messenger |  | patron |  |
| misdemeanor |  | pattern |  |
| mortgage |  | persecute |  |
| N neglect |  | plaintiff |  |
| negligence |  | practical |  |
| negligent |  | practice |  |
| negotiate |  | premium |  |
| novelty |  | probability |  |
| O observe |  | property |  |

| | | | |
|------------------------------|---|---------------|---|
| prosecute |  | society |  |
| publication |  | subsequent |  |
| punctual |  | substitute |  |
| pupil |  | succeed |  |
| push |  | sympathy |  |
| Q qualify |  | T testimonial |  |
| R remainder |  | testimony |  |
| resignation |  | text |  |
| S salesman |  | U unavoidable |  |
| scarce |  | universal |  |
| secretary |  | V variety |  |
| signature |  | verdict |  |
| significant,
significance |  | vote |  |
| silence |  | W warehouse |  |
| specify |  | wholesale |  |
| specific |  | wife |  |

247. READING AND DICTATION PRACTICE

1 2 3 4 5 6 7 8 9 10
 7270 1 18 19 20 21 22 23 24 25 26 27 28 29 30
 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45
 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60
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 961 962 963 964 965 966 967 968 969 970 971 972 973 974 975
 976 977 978 979 980 981 982 983 984 985 986 987 988 9

248. WRITING PRACTICE

1. Of the 61 aircraft-production establishments reporting to the U.S. Department of Commerce in 1927, 15 were located in New York; 9 each in California and Michigan; 4 each in Illinois, Missouri, and Ohio; 3 each in New Jersey and Pennsylvania; 2 in Maryland and 1 each in Colorado, Connecticut, Iowa, Kansas, Nebraska, Virginia, Washington, and Wisconsin.

2. There were 4,134 civilian-owned aircraft, including balloons, airplanes, and airships. California led with more than 600; New York second with 387; Illinois, 350; Michigan, 291; Texas, 261; Ohio, 231; Missouri, 216; and Pennsylvania, 212.

3. Air mail is rapidly securing the business that always goes to the fastest method of transportation. Illustrative of the difference in transportation time between train and air-mail planes is the following schedule: New York to San Francisco, train 83 hours, air mail 31 hours; Chicago to New York, train 20 hours, air mail 9 hours; St. Paul to Dallas, train 37 hours, air mail 17 hours; Boston to Cleveland, train 16 hours, air mail 8 hours; Los Angeles to St. Louis, train 60 hours, air mail 26 hours.

4. The average rise and fall of tide at the important American seaports is as follows: Baltimore, 1 foot, 2 inches; Boston, 9 feet, 7 inches; Galveston, 1 foot;

New Orleans, none; New York, 4 feet, 5 inches; Philadelphia, 5 feet, 2 inches; San Francisco, 3 feet, 11 inches; and Washington, D. C., 2 feet, 11 inches.

5. The English lady was obliged to abandon her plan to celebrate Christmas on this side of the Atlantic with her son, who was a Junior at college.

6. It is obvious that failure to observe the terms of the mortgage constitutes a default in the agreement.

7. The well-nigh universal and wholesale use of the automobile has added greatly to the comfort and luxury of living.

8. The merchant notified his salesmen that all the goods stored in the warehouse were to be put on sale.

9. Three classes of employees were affected by the notice—secretaries, bookkeepers, and general clerks.

10. In consequence of the disagreement between the plaintiff and his attorney, the jury heard no testimony that day.

11. It was a distinct disappointment to the distinguished literary light not to be included on the program.

12. The messenger made a frantic effort to locate the parcel containing the testimonials regarding the texts.

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r r m n h e s m l
n z l m r z h l l e
h m m a h l b d s z
p m d b l m m h m b
t n a m o o b z m m
r m m l j m b l o l
z m l f j l m a z b l
r e m m m m s j z o
m a l m m m l m l h m

